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ABSTRACT

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households that was developed by the National Center for Education Statistics and conducted by Westat, Inc. The NHES:96 included two topical survey components, "Parent and Family Involvement in Education," (PFI) which collected data about family involvement in children's schooling, and "Civic Involvement," (CI) which collected data about participation in civic activities and attitudes toward government. This manual provides documentation and guidance for users of the four public release data files of the NHES:96: the Household and Library File, the PFI and CI files, the Youth Civic Involvement file, and the Adult Civic Involvement File. Volume I contains information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures. Volumes II through V each contain a guide to the data file and its codebook, a discussion of data considerations and anomalies, and, in appendixes, the file layout and additional information. This volume contains the following sections: (1) "Introduction"; (2) "Description of Data Collection Instruments"; (3) "Sample Design and Implementation"; (4) "Data Collection Methods and Response Rates"; and (5) "Data Preparation." An appendix presents the screener for the four files. (Contains 1 figure, 17 tables and 25 references.) (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual September 1997

National Household Education Survey of 1996

Data File User's Manual

Volume I

National
Household
Education
Survey

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1. INTRODUCTION

The 1996 National Household Education Survey (NHES:96) was a random digit dial (RDD) telephone survey of households developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. The NHES:96 included two topical survey components:

- Parent and Family Involvement in Education (PFI), in which data were collected about types and frequency of family involvement in children's schooling, school practices to involve and support families, and learning activities with children outside of school; and

- Civic Involvement (CI), which included sources of information about government, knowledge about government, community service participation, political participation, and attitudes related to democratic values and government.

There were three populations of interest for the NHES:96:

- Children 3 years old through grade 12, whose parents responded to PFI items, and children in 6th through 12th grades, whose parents also responded to CI items;

- Students in grades 6 through 12, who, in addition to their parents, responded to CI items and to a small number of PFI items; and

- Adults, defined as persons 18 years old or older, not enrolled in grade 12 or below, and not on active duty in the military, whose responses to CI items provided estimates representative of all civilian U.S. adults.

In addition to the major topical components, the NHES:96 Screener collected demographic and educational information on all members in every household contacted, whether or not anyone in the household was selected for an extended interview. (The term "extended interview" refers to the interviews pertaining to the topical components of the study, that is, the Parent PFI/CI, the Youth CI, or the Adult CI interviews.)

Items on household public library use were also administered in the Screener for households without Parent PFI/CI extended interviews and in the first Parent PFI/CI interview in households in which one or more children were sampled. Data were collected from January through April 1996.

This manual provides documentation and guidance for users of the four public release data files of the NHES:96: the Household & Library file, the Parent and Family Involvement in Education and Civic Involvement file (PFI and CI components), the Youth Civic Involvement file (PFI and CI components), and the Adult Civic Involvement file (CI component). Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is contained in Volume I of this manual.

Volumes II through V of the NHES:96 Data File User's Manual each contain a guide to the data file and codebook, a discussion of data considerations and anomalies and, in appendixes, the file layout, derived variable specifications, the codebook for one of the data files from the NHES:96, and directions and sample code for linking the NHES:96 files.

- The Household & Library file (Volume II) contains data from interviews completed in 55,708 households;
- The Parent PFI/CI file (Volume III) contains data from interviews completed with parents of 20,792 children-- 3,012 preschool children, 8,278 primary school children, 4,339 middle or junior high school children, 4,919 high school children, and 244 home school children;
- The Youth CI file (Volume IV) contains data from interviews completed with 8,043 youth;
- The Adult CI file (Volume V) contains data from interviews completed with 2,250 adults.

1.1 Background of Study

The legislative mandate of NCES is to collect and report information on the condition of education in the United States. In responding to this mandate, NCES historically collected data primarily from teachers, students, schools, school districts, and state education agencies. The National Household Education Survey is a data collection program that permits NCES to go beyond its traditional, school-based data collection systems to a household-based data collection, thereby greatly expanding the scope of issues that can be covered by the data collection activities of the Center. A household survey has the potential to provide data to address many current issues in education, such as preprimary education, school safety and discipline, adult education, parent/family involvement in education, and activities related to citizenship.

The Field Test of the NHES was conducted by Westat for NCES in the fall of 1989. This first effort, which included the screening of about 15,000 households, included two topical components: school dropouts (interviews were conducted with adult household respondents and 14- to 21-year-old youth) and early childhood education (interviews were conducted with parents/guardians of 3- to 5-year-olds). The design of the field test and the results of the field test data collection activities are described in an *Overview of the NHES Field Test* (Brick et al. 1992).

The first full-scale implementation of the NHES was conducted in the spring of 1991 (NHES:91). The topical components in the survey were early childhood education for 3- to 8-year-olds and participation in adult education. For the NHES:91, more than 60,000 households were screened, nearly 14,000 early childhood education interviews were conducted with the parents/guardians of eligible children, and about 12,500 interviews were conducted with adults regarding participation in adult education activities. More information about these data can be found in the *National Household Education Survey of 1991: Adult and Course Data Files User's Manual* (Brick et al. 1992a) and the *National Household Education Survey of 1991: Preprimary and Primary Data Files User's Manual* (Brick et al. 1992b).

The NHES was conducted again in 1993, addressing the topics of readiness for school and safety and discipline in school. The NHES:93 early childhood component, School Readiness, focused on readiness for school in a broad sense and examined several relevant issues, such as experience in early childhood programs, the child's accomplishments and difficulties in several developmental domains, home activities, delayed kindergarten entry, and early school experience. For the School Readiness component, parents of 10,888 children aged 3 through 7 or in 2nd grade or below were interviewed. The School Safety and Discipline component of the NHES:93 focused on four areas: school environment, school safety, school discipline policy, and alcohol/other drug use and education. Parents of 12,680 children in 3rd through 12th grades were interviewed, as were 6,504 students in 6th through 12th grades. More information about these data can be found in the *National Household Education Survey of 1993: School Readiness Data File User's Manual* (Brick et al. 1994a) and the *National Household Education Survey of 1993: School Safety and Discipline Data File User's Manual* (Brick et al. 1994b).

In 1995, the NHES repeated the NHES:91 topics. The NHES:95 Early Childhood Program Participation component focused on children's early experiences in various types of nonparental child care arrangements and early childhood programs. For the ECPP component of the NHES:95, interviews were completed with parents of 14,604 children from birth through 3rd grade up to age 10. The NHES:95 Adult Education component focused on the participation of adults in a wide range of educational activities during the 12 months prior to the interview. The population for this survey was defined as persons age 16 and older who were not enrolled in elementary or secondary school and not on active duty in the U.S. Armed Forces. In all, 19,722 adult interviews were completed for the AE component of the NHES:95: 11,713 with adult education participants and 8,009 with nonparticipants. More information about these data can be found in the *National Household Education Survey of 1995: Adult Education Data File User's Manual* (Collins et al. 1996a) and the *National Household Education Survey of 1995: Early Childhood Program Participation Data File User's Manual* (Collins et al. 1996b).

1.2 NHES:96 Survey Topics

The NHES:96 addressed Parent and Family Involvement in Education (PFI) and Civic Involvement (CI). These topics are each related to the National Education Goals. The PFI component was guided by Goal 1 and Goal 8. Specifically, Goal 1, Objective 2, states that "Every parent in the United States will be a child's first teacher and devote time each day to helping such parents' preschool child learn, and parents will have access to the training and support parents need." Goal 8 states that "By the year 2000, every school will promote partnerships that will increase parent involvement..." The CI component was based on two other Goals. Goal 3, applicable to youth, states that students in America's schools will earn to "use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." Goal 6 maintains that adults should possess "...the knowledge and skills necessary to...exercise the rights and responsibilities of citizenship."

Screener/Household & Library

The purpose of the NHES:96 Screener was threefold. First, the Screener collected information necessary for identifying and sampling extended interview respondents. Second, the Screener provided estimates of standard educational and sociodemographic characteristics of households and their members. Third, the Screener included a brief set of substantive questions on household use of public libraries.

Screeners were completed with 55,838 households. Of these, 130 households were found to include only persons on active duty in the military. Thus, 55,708 Screeners were completed with households that included members of the civilian population. State-level estimates for demographic and educational characteristics and data about household public library use are appropriately based on these households.

Parent and Family Involvement in Education Component

The NHES:96 PFI component focused on family involvement in children's education. The core of this survey collected extensive information on family involvement in four areas: children's schools, communication with teachers or other school personnel, children's homework and behavior, and learning activities with children outside of school. Other information collected in this component pertains to student experiences at school, children's personal and demographic characteristics, household characteristics, and children's health and disability statuses. Interviews were completed for 20,792 children aged 3 through 20 and in 12th grade or below.

Civic Involvement Component

The NHES:96 Civic Involvement component focused on sources of information about government and national issues, civic participation, and knowledge and attitudes about government. Items were administered to youth in grades 6 through 12 and their parents, as well as to a representative sample of U.S. adults. The CI component also addressed opportunities that youth have to develop the personal responsibility and skills that would facilitate their taking an active role in civic life. Interviews were completed with 9,393 parents of students in grades 6 through 12 (including home-schooled students in those grades), 8,043 youth in grades 6 through 12, and 2,250 adults.

1.3 Overview of Design

The NHES:96 was developed to provide reliable national estimates from both the PFI and CI components. In addition, the Screener was designed to provide state-level estimates of the characteristics of households and household use of public libraries. Because of the high costs associated with screening large numbers of households in order to meet the sample size requirements for precise estimates, more than one population and set of issues were addressed concurrently in the NHES:96. This strategy is key to the NHES design. By including more than one topic within the framework of a single survey, the cost of screening households to find those eligible for the study could be partitioned over the two component surveys.

Another general feature of the NHES was developed in response to concerns about the burden placed upon those who respond to multiple survey components. With the introduction of multiple surveys within a single framework, the possibility of increasing response burden on the members of the sampled households arose. It is possible that the same household member could be selected to respond to more than one interview and/or that more than one household member could be sampled. For the Parent PFI/CI interview, if there were one or more children from age 3 through 5th grade (younger children), one child in this age/grade range in the household was sampled for the survey. If the household included one or more children in 6th through 12th grade (older children), one child in this grade range was sampled from that household. If an older child was sampled as the subject of a Parent PFI/CI interview, he or she was also asked to complete a Youth CI interview. Because households may have had up to two Parent PFI/CI interviews (one for a younger child and one for an older child), the maximum number of interviews per sampled household was three. (See chapter 3 for a detailed discussion of sampling procedures for the NHES:96.)

Even though sampling methods reduced the number of interviews per household, the length of the interview was considered to be a critical factor in obtaining good response rates and reliable estimates. Therefore, the number of items included in the NHES:96 was limited in order to help improve response rates and reduce the demands made on survey respondents. The average administration time for the Screener was 7.7 minutes for Screeners with no extended interviews, 5.9 minutes for Screeners with households having only a younger child sampled, 6.6 minutes for Screeners with households having an older child sampled, and 6.5 minutes for Screeners for households screened for the Adult CI component. The average administration time for the Parent PFI/CI interview was 18.7 minutes; for the Youth CI interview it was 10.4 minutes. The Adult CI interview took an average of 9.6 minutes to administer.

Because of the requirement to reduce respondent burden, complex sampling techniques, and the need for quick and accurate administration, the NHES:96 was conducted using computer-assisted telephone interviewing (CATI) technology. Items within each of the four NHES:96 instruments (Screener/Household & Library, the Parent PFI/CI, the Youth CI, and the Adult CI interviews) were programmed so that the appropriate items appeared on the interviewer's computer screen corresponding to the respondent's answers to previous questions. Some of the advantages of CATI for the NHES:96 included improved project administration, online sampling and eligibility checks, scheduling of interviews according to a priority scheme to improve response rates, managing data quality by controlling skip patterns and checking responses online for range and consistency, and an online "help" function to answer interviewers' questions.

Table 1-1 summarizes the number of completed interviews and response rates for the Screener, the Parent PFI/CI, the Youth CI, and the Adult CI interviews. More details on the computation of these rates are given in chapter 4.

Table 1-1.—Summary of completed interviews and weighted completion and response rates

Interview type	Number of completed interviews	Completion rate[1]	Response rate[2]
Screener/Household & Library Interviews	55,838	69.9	69.9
Parent PFI/CI Interviews	20,792	89.4	62.5
Youth CI Interviews	8,043	76.4	53.4
Adult CI Interviews	2,250	84.1	58.8

[1] The completion rate is the percentage of completed interviews for a specific stage of the survey (i.e., the household screening stage or the Parent PFI/CI, the Youth CI, or the Adult CI interview stage). It is a ratio of the number of completed interviews to the number of units (e.g., households, household members) sampled for the interviews. The completion rates presented are weighted.

[2] The response rate indicates the percentage of possible interviews that have been completed, taking all sampling stages into account. It is the product of the Screener completion rate and the completion rate for the Parent PFI/CI, the Youth CI, or the Adult CI interview. The response rate and completion rate are identical for the first stage of sampling and interviewing (i.e., the Screener). The response rates presented are weighted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

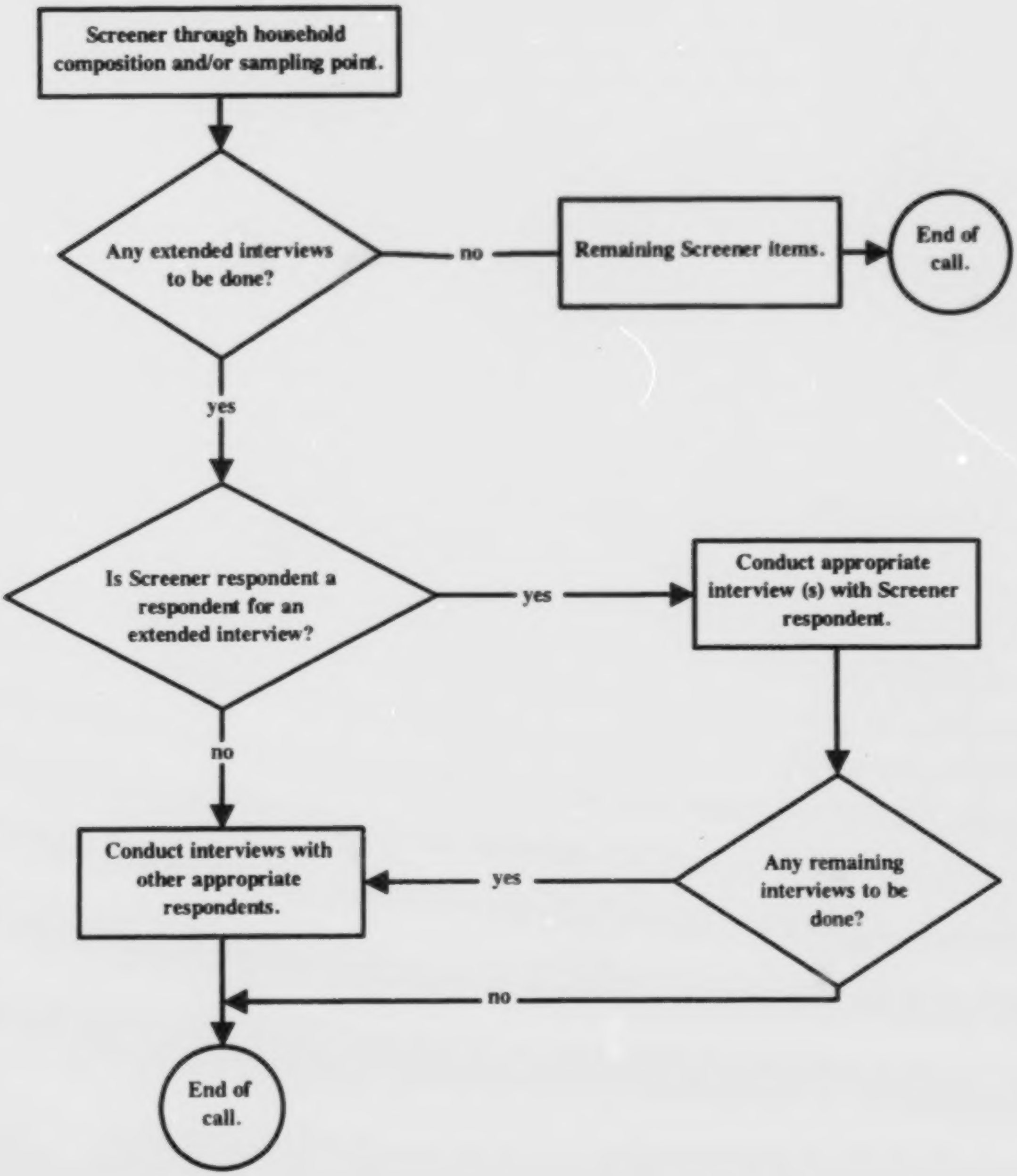
1.4 Flow of the Interviews

Figure 1-1 shows the flow of the NHES:96 interviews. Each household contact began with a Screener interview in which information was obtained that was used to sample adults or children for extended interviews.

In the Parent/Youth part of the sample, if the household contained any children age 3 through 12th grade, up to two Parent PFI/CI interviews were conducted with the parent or guardian most knowledgeable about each child's care and education. Any youth enrolled in grade 6 through 12 who was sampled was asked to respond to the Youth CI interview after the Parent PFI/CI interview was completed. In the Adult CI part of the sample, one adult was sampled in each household. (See chapter 3 for additional details about the sample.)

Whenever possible, all interviews with household members were conducted during the same telephone call as the Screener. Followup calls were made to complete interviews that were not completed during the initial contact.

Figure 1.1 – Flow of the NHES: 96 interviews


Screener through household composition and/or sampling point.
Any extended interviews to be done?
no
Remaining Screener items.
End of call.
yes
Is Screener respondent a respondent for an extended interview?
yes
Conduct appropriate interview (s) with Screener respondent.
no
Conduct interviews with other appropriate respondents.
yes
Any remaining interviews to be done?
no
End of call.

1.5 Contents of Manual

The chapters that follow in Volume I provide additional information about the survey instruments (chapter 2), the sample design and estimation procedures (chapter 3), data collection and response rates (chapter 4), and data preparation (chapter 5). Appendix A provides a copy of the Screener, the Parent PFI/CI interview, the Youth CI interview, and the Adult CI interview. Volumes II through V of the NHES:96 Data File User's Manual each contain a guide to the data file and codebook, a discussion of data considerations and anomalies and, in appendixes, the file layout, derived variable specifications, the codebook for one of the data files from the NHES:96, and directions and sample code for linking the NHES:96 data files.

2. DESCRIPTION OF DATA COLLECTION INSTRUMENTS

The sections that follow describe the instruments used to collect data contained in the Household & Library, the Parent PFI/CI, the Youth CI, and the Adult CI data files in the NHES:96. Four instruments were used: the Screener, the Parent PFI/CI, the Youth CI, and the Adult CI interviews. Appendix A contains a copy of each instrument.

2.1 The NHES:96 Screener

As stated earlier, the screening interview in the NHES:96 served three purposes: 1) to determine whether sampled telephone numbers belonged to households and to gather the information needed to sample household members to be interview subjects; 2) to collect data on standard education and sociodemographic characteristics of all members of screened households and demographic information about the household; and 3) to administer a brief set of questions on household use of public libraries. The Screener was designed to accomplish these tasks efficiently, placing minimum burden on the respondent.

The first series of questions in the Screener determined whether the telephone number was residential and whether the person on the telephone was eligible to answer the questions. If it was determined that the telephone number was used for business only, the call was terminated. The survey continued for numbers that were for household use or for both household and business use.

If the person who answered the telephone was not a household member or was a household member under 18 years of age, an appropriate Screener respondent was requested. If no member of the household was 18 years old or older, a person designated as the male or female head of household was eligible to be the Screener respondent.

The order of subsequent Screener questions varied based on household characteristics. Households with no members age 20 or younger and those in the Adult portion of the sample (see chapter 3) received questions pertaining to household members' use of public libraries prior to enumeration and gathering sociodemographic information. In households with any members 20-years-old or younger, the library items were administered directly after the sampling point if no child was sampled for an extended Parent PFI/CI or a Parent PFI/CI and a Youth CI interview. If a child was sampled to be the subject of an extended interview, the library items were administered at the end of the first Parent PFI/CI interview in the household.

Either following the determination that there were household members age 20 or younger or following the administration of library items in households with no one age 20 or younger, the entire household was enumerated. The enumeration involved collecting the first name, age, and gender for each household member.

Screener questions directly following the enumeration determined whether any household members could be sampled for the study. The questions asked whether household members age 3 and older were attending a school or being home schooled, and the grade or year of school in which they were enrolled. Questions also inquired about the high school completion status and highest education level of household members aged 16 or older and not currently enrolled in grade 12 or below.

The Screener next gathered information on some sociodemographic characteristics of all household members including marital status and active duty status of all household members 16 years old and older, first languages spoken for household members age 3 and older, and race, ethnicity, and place of birth for all household members.

Finally, items gathering some household-level information, including whether the home was owned or rented, the type of community in which the household was located, receipt of some types of public assistance, and household income were asked. If a person had been sampled for an extended interview, household-level information was collected at the end of the first extended interview. If no household members were selected for extended interviews, library questions were asked in households which contained members age 20 or younger and then household-level information was gathered or, if library items had been asked prior to enumeration, household-level information was collected, and the screening was ended.

2.2 Parent/Family Involvement in Education and Civic Involvement (PFI/CI) Interview

In the NHES:96 Parent PFI/CI interview, data were collected about children age 3 through 20 as of December 31, 1995. Children aged 7 or older had to be enrolled in school or home schooled in the 12th grade or below at the time of the interview in order to be eligible. Youth who did not live with a parent/guardian or with an adult at least 12 years older than him or herself were ineligible.

Table 2-1 shows the overall structure of the interview and distribution of topics among the four major groups of children that were in this survey. The respondent for the Parent PFI/CI interview was the adult living in the household who was the most knowledgeable about the child's care and education. Typically, this was the mother of the child; however, the respondent could be a father, stepparent, adoptive parent, foster parent, grandparent, another relative, or nonrelative guardian. For simplicity, when referring to the most knowledgeable respondent in the manual, this person will be called the parent/guardian.

In the Parent PFI/CI interview, subjects were routed to one of five questionnaire paths: preschool, elementary school, middle/junior high, senior high, or home school. The **preschool path** was for those children who were age 3 or older and not yet attending kindergarten or primary school. These children were typically 3 to 5 years old. Information was collected about enrollment in Head Start programs, enrollment in center-based early childhood programs, family involvement and school practices, support for families of preschoolers, family involvement in educational activities outside of school, health and disability, literacy related activities, parent or guardian characteristics, and involvement of the non-residential parent, if any. Parents of preschoolers who attended Head Start or a center-based program received school-related questions, which parents of preschoolers who were not enrolled did not receive.

The **elementary school path** was administered to parents/guardians of children currently attending kindergarten through 5th grade, including transitional kindergarten and prefirst grade. As defined in the NHES, transitional kindergarten is a program before regular kindergarten for children who are old enough for kindergarten but not yet ready to start. Prefirst grade is an extra year between kindergarten and first grade. Elementary school children are typically 5 to 11 years old.

Table 2-1.—NHES:96 Parent PFI/CI interview content by major path

Sections	**Preschool (N)**		**Grades K–5 (E)**		**Grades 6-8 (M) and 9-12 (S)**	**Home Schooled (H)**
	Not enrolled	**Center-based***	**Kindergarten**	**Grades 1–5**		
Demographics	X	X	X	X	X	X
Current School Status	X	X	X	X	X	X
Head Start/Center-based	X	X				
Preschool/School Characteristics		X	X	X	X	
Student Experiences		X	X	X	X	
Family/School Involvement and School Practices		X	X	X	X	
Family Involvement in Homework				X	X	
Support for Families of Preschoolers	X	X				
Family Involvement Outside School	X	X	X	X	X	X
Health and Disability	X	X	X	X	X	X
Activities That Promote Civic Involvement					X	X
Parent/Guardian Characteristics	X	X	X	X	X	X
Involvement of the Nonresidential Parent	X	X	X	X	X	X
Household Characteristics	X	X	X	X	X	X

* Center-based programs include day care centers, nursery schools, preschools, and prekindergartens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

In the elementary school path, data were collected about enrollment in school, student experiences at school, family participation in school and school practices to involve families, family involvement in schoolwork (not asked of parents/guardians of kindergartners), family involvement in educational activities outside of school, student health and disability, parent or guardian characteristics, and involvement of the non-residential parent, if any.

The **middle school/junior high school path** was administered to parents/guardians of children who were attending grades 6 through 8. Data were collected about school enrollment, school characteristics, student experiences at school, family participation in school and school practices to involve families, family involvement in school work, family involvement in educational activities outside of school, student health and disability, parental activities that may promote civic involvement among youth, parent or guardian characteristics, and involvement of the non-residential parent, if any.

The **senior high school path** was administered to parents/guardians of youth attending grades 9 through 12. This path collected data about school enrollment, school characteristics, student experiences at school, family participation in school and school practices to involve families, family involvement in school work, family involvement in educational activities outside of school, student health and disability, parental activities that may promote civic involvement among youth, parent or guardian characteristics, and involvement of the non-residential parent, if any.

The **home school path** was administered to parents/guardians of children who were not attending school but were being instructed at home and who had a grade equivalent of kindergarten through 12th grade. Those with a grade equivalent of nursery school were assigned to the preschool path. Parents of home schoolers were asked questions about the student's grade equivalent, home schooling history, reasons for schooling their child at home, family involvement in educational activities outside of school, student health and disability, activities that may promote civic involvement among youth (for home schoolers with a grade equivalent of 6 through 12), parent or guardian characteristics, and involvement of the non-residential parent, if any. The number of children who followed the home school path is relatively small compared to the other paths.

To avoid redundancy and increased response burden, household information and household library use information was collected only in the first interviews conducted in each household. Similarly, parent/guardian information was collected only once per household, unless sampled children in the same household had different parents.

2.3 Youth CI Interview

In the NHES:96 Youth CI interview, data were collected from students in grades 6 through 12. Subjects were routed to one of two questionnaire paths: **middle school/junior high school** or **senior high school**. The **middle school/junior high school** path was administered to those students who were attending grades 6 through 8. Data were collected about school practices and family involvement, school environment, family rules, activities that may promote personal responsibility and civic involvement, and community service. The **senior high school path** was administered to students attending grades 9 through 12. Youth in the senior high school path were asked the same questions as those in the middle school/junior high school path but were given an additional set of questions regarding knowledge and attitudes about civic life. Home schoolers in the middle school/junior high school and senior high school paths skipped questions referring to schools. Table 2-2 shows the overall structure of the interview and distribution of topics among the two major groups of youth that were in this survey.

Table 2-2.—NHES:96 Youth CI Interview: Distribution of Topics by Population

Sections	**Middle/Junior High (M)**	**Senior High (S)**
Family Involvement in Education	X	X
Activities that Promote Personal Responsibility	X	X
Service Activities	X	X
Activities that Promote Civic Involvement	X	X
Political Attitudes and Knowledge		X

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

2.4 Adult CI Interview

The Adult CI interview was designed to provide national estimates for all adults, not just parents of students in 6th through 12th grade. Civic involvement items identical to those in the Parent PFI/CI and the Youth CI interviews were administered to a small random sample of adults, including some who were parents of students in 6th through 12th grade. The items addressed sources of information about politics and national issues, organizational participation, civic participation, political attitudes, and knowledge of government. In addition, other items addressed general reading activities and opinions about selected actions that might improve public education.

2.5 Authorship of the NHES:96 Questionnaires

The questionnaires were designed by Mary Jo Nolin, Nancy Vaden-Kiernan, and Nicholas Zill of Westat; and Kathryn Chandler of NCES. They received advice and guidance from a Technical Review Panel. Panel members were Robert Bradley, Center for Research on Teaching, University of Arkansas at Little Rock; Joyce Epstein, Center of Families, Communities, Schools, and Children's Learning; Robert Glenn, Office of Planning and Evaluation, U.S. Department of Education; Barbara Gomez, Council of Chief State School Officers; Jane Junn, Rutgers University; Oliver Moles, Office for Educational Research and Improvement (OERI); Saundra Murray Nettles, University of Maryland; Cynthia Prince, National Education Goals Panel; Ivor Pritchard, Office for Educational Research and Improvement (OERI); John Robinson, University of Maryland; Diane Scott-Jones, Temple University; Matt Stagner, Office of the Assistant Secretary for Planning and Evaluation (ASPE); Trish Thomson,

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Corporation for National and Community Service; Judith Torney-Purta, University of Maryland; and Emily Wurtz, National Education Goals Panel.

3. SAMPLE DESIGN AND IMPLEMENTATION

This chapter describes the sample design for the NHES:96, including a number of special features of the design. (For a more detailed discussion of the design, see the Working Paper titled *Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey*, (Collins et al. forthcoming.)) Also presented are the procedures for weighting, variance estimation, and imputation for items that had missing values.

3.1 Precision Requirements for the NHES:96

The number of telephone numbers required for the NHES:96 was determined by the precision requirements for the Parent PFI/CI and Youth CI estimates, the state-level public library use estimates, and the Adult CI estimates. The first requirement for the Parent PFI/CI and Youth CI sample was to produce estimates of the required precision for the 2-year groupings of youth in grades 6 through 12, in domains defined by race and ethnicity. The second requirement for this household sample was to permit state-level estimates for items from the Screener interview, which included items on the characteristics of household members and on household public library use. The third requirement for the Adult CI estimates was to have a sample size large enough to compare estimates from adults in households without children age 3 through 12th grade to adults in households with children in this grade range.

A Youth CI interview sample of sufficient size to detect differences of 8 percent or more at the 95 percent confidence level, if at least 30 percent of the youth in the domain have the characteristic, was required for the NHES:96. About 2,000 youth in 2-year groupings would fulfill this requirement. For black and Hispanic youth, a sample of this size would be large enough to detect differences of 20 percent or more at the 95 percent confidence level, if at least 40 percent of the youth in the domain have the characteristic. In order to have approximately 2,000 youth in 2-year groupings, about 7,400 completed Youth CI interviews were needed. Taking into account all stages of sampling and expected response, a national total of 56,000 screened households was needed to meet this requirement.

The goal of making estimates at the state level for characteristics of household members and for household library use also determined the number of telephone numbers selected for the NHES:96. A minimum sample size of 500 screened households per state was needed to support estimates at the state level. A sample of 500 households is large enough so that if 30 percent of the households in a state have the characteristic then differences of 6 percent can be detected. In order to achieve that size in states with smaller populations, the number of telephone numbers sampled in 18 states was augmented, as discussed below.

The third precision requirement was for the Adult CI sample. The estimates for this sample were designed to be generalized to all civilian adults in the U.S. A sample of telephone numbers large enough to produce about 2,500 completed interviews was required to support these estimates. A key precision requirement was the comparison of the estimates for adults in households without children age 3 through 12th grade to those adults in households with children in this age/grade range. About 30 percent of households were expected to have children age 3 through 12th grade, or about 750 households (0.3 x 2,500). The Adult CI sample was sufficiently precise to detect a difference of 5 percent between those households with and without children.

In addition to providing estimates for the survey components addressed in a given year, the NHES sample design also supports estimates of change over time. Comparisons across NHES cycles have been made for estimates of early childhood program participation of preschoolers, the frequency of reading and storytelling by parents of preschoolers, and rates of participation in adult education. For example, estimates from the NHES:91 through NHES:96 for the participation of preschoolers in center-based early childhood programs range from 53 to 55 percent, and these differences are not significant. The NHES samples are sufficiently precise that it would be possible to detect a change of 3 percent in program participation at the 95 percent confidence level. The same size change could be detected in the percent of adults who belong to any organization (60 percent estimate in 1996) if a survey of the same size and design were conducted in a future NHES data collection.

3.2 Sampling Households

Different methods have been developed over the years for selecting random samples of telephone households. The Mitofsky-Waksberg method of random digit dialing as described in Waksberg (1978) is probably the best known of the methods. For the NHES:91 and the NHES:93, a modified Waksberg method described by Brick and Waksberg (1991) was used.

The NHES:95 and the NHES:96 used a different approach to RDD sampling, called a list-assisted method, described by Casady and Lepkowski (1993). This method reduces the number of unproductive calls to nonworking or nonresidential numbers (compared with simple random sampling of all numbers), produces a self-weighting sample, is a single stage and unclustered sample, and eliminates the sequential difficulties associated with the Mitofsky-Waksberg method. With the list-assisted method, an equal probability random sample of telephone numbers is selected from all telephone numbers that are in 100-banks (numbers in a 100-bank have the same first 8 digits of the 10-digit telephone number) in which there is at least one residential telephone number listed in the white pages directory (the listed stratum). Both listed and unlisted telephone numbers are included in the listed stratum. Telephone numbers in 100-banks with no listed telephone numbers (the zero-listed stratum) were not sampled.

The disadvantage of the list-assisted method is that it incurs a coverage bias because not all telephone households are included in the sampling frame. Households in the zero-listed stratum have no chance of being included in the sample. Empirical findings were presented by Brick et al. (1995) to address the question of coverage bias. These results show that the percentage of telephone numbers in the zero-listed stratum that are residential is very small (about 1.4 percent) and that about 3 to 4 percent of all telephone households are in the zero-listed stratum. The findings also show that the bias resulting from excluding the zero-listed stratum is generally small.

The sampling frame for the NHES:96 was all telephone numbers in 100-banks with one or more listed telephone numbers as of December 1995. A stratified list-assisted sample was used in order to support design goals for state-level household and public library use statistics and national-level and subdomain statistics for the PFI and CI components.

In order to produce reliable state-level estimates of characteristics of households and household public library use, a minimum sample size of 500 households in each state was established as a survey goal. The appropriate sample size was arrived at by allocating the national sample to each of the states proportionately and then increasing the sample size by sampling at higher rates in states with fewer than

500 expected completed Screener interviews. The sample was supplemented in 18 states (17 states and the District of Columbia) to meet the minimum size requirement[1]. The supplemental sample increased the expected number of Screeners by 3,000 from 56,000 to 59,000 completed household interviews.

In order to produce more reliable national estimates from the extended interviews for subdomains defined by race and ethnicity, telephone numbers in areas with high percentages of blacks and Hispanics were sampled at higher rates. The sampling frame used in the study contained the 1990 census counts of persons in the area by race and ethnicity. A 100-bank was classified in the high minority concentration stratum if its population was either at least 20 percent black or at least 20 percent Hispanic. The banks that did not meet this requirement were classified in the low minority concentration stratum. The sampling rate in the high minority concentration stratum was twice that of the low minority stratum.

Because the potential of administering the Parent PFI/CI, the Youth CI, and the Adult CI interviews in the same household would have been too great a burden on respondents, separate samples were created, one for Parent/Youth and the other for Adults. A sample of 161,446 telephone numbers was selected for the NHES:96 and was randomly divided into two groups. The first group (153,374 telephone numbers or 95 percent of the sample) was allocated to the Parent/Youth interviews. In households in this group, a screening interview was conducted and eligible children and youth (if any) were sampled for the Parent PFI/CI or for the Parent PFI/CI and the Youth CI interviews, respectively. The other group (8,072 telephone numbers or 5 percent of the sample) contained those telephone numbers allocated to the Adult CI interviews. In households in that group, a screening interview was conducted and an Adult CI interview was administered to one eligible adult. Assuming that 49 percent of the telephone numbers would belong to households and assuming a Screener response rate of 75 percent, it was expected that about 59,000 screening interviews would be completed, 56,000 in households in the Parent/Youth sample and 3,000 in households in the Adult sample. The actual number of households with completed screening interviews was 55,838. Of these, 53,211 (95.3 percent) were completed in households assigned to the Parent/Youth sample, and 2,627 (4.7 percent) were completed in households assigned to the Adult sample.

3.3 Sampling Within Households

Once the enumeration of the household members was completed in the Screener, the sampling of members for the extended interviews was done by computer. The Parent PFI/CI interviews were conducted with parents/guardians of sampled children aged 3 to 20 years old who were in 12th grade or below. In households with one or more children from age 3 through 5th grade, one child in this age/grade range in the household was sampled. In households with one or more children in 6th through 12th grade, one child in this grade range in the household was sampled. The within-household sample size was limited to two eligible children, and two were sampled only when both younger and older children were in the household so that the amount of time required to interview parents in households with a large number of eligible children was limited.

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[1] In addition to the District of Columbia, the states that were sampled at a higher rate were Alaska, Delaware, Hawaii, Idaho, Maine, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Rhode Island, South Dakota, Utah, Vermont, West Virginia, and Wyoming.

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Estimates from the October 1992 Current Population Survey (CPS) indicated that 12.4 percent of all households have one or more younger children (age 3 through 5th grade) but no older children, 11.3 percent of all households have one or more older children (6th through 12th grades) but no younger children, and 6.7 percent of all households have both older and younger children. Based on these estimates, a sample of 10,700 (56,000 x {.124 + .067} equals 10,700) younger children was expected from 56,000 screened households. The expected number of older children sampled for an interview in 56,000 households with completed Screeners was 10,100 (56,000 x {.113 + .067} equals 10,100). Assuming a Parent PFI/CI interview completion rate of 89 percent, the expected number of completed Parent PFI/CI interviews was 9,500 for younger children and the expected number of completed Parent PFI/CI interviews for older children was 9,000. The actual number of completed Parent PFI/CI interviews was 20,792, with 11,400 for younger children and 9,392 for older children. The actual numbers exceeded the expected numbers because the percentage of screened households with children differed from the October 1992 CPS estimates. That is, in 1996 there was a higher number of households with children than was expected based on the October 1992 CPS estimates. The October 1992 CPS estimates were the most recent estimates available at the time the projections were made.

Each child in grades 6 through 12 whose parents completed a Parent PFI/CI interview was selected for a Youth CI interview. The expected 9,000 completed Parent PFI/CI interviews for older children were expected to yield 7,400 completed Youth CI interviews, assuming a completion rate of 83 percent. The actual number of completed Youth CI interviews, 8,043, was higher than expected due to the larger-than-expected number of completed Parent PFI/CI interviews.

The Adult CI interview may be used to generate estimates for all civilian, noninstitutionalized persons age 18 or older and not enrolled in grade 12 or below. One adult was randomly selected with equal probability in each of the households screened in the Adult sample unless no person in the household was a civilian at least 18 years old and not enrolled in grade 12 or below. Assuming 3,000 completed Screeners and an Adult CI completion rate of 85 percent, the expected number of completed Adult CI interviews was 2,550 (3000 x .85 equals 2,550). The actual number of completed Adult CI interviews was 2,250. The difference between the expected and observed numbers of interviews was due to the lower number of completed Screeners, 2,627 rather than 3,000.

3.4 Weighting Procedures

The objective of the NHES:96 is to make inferences about the entire civilian, noninstitutionalized population for the domains of interest. Although only telephone households were sampled, the estimates were adjusted to totals of persons living in both telephone and nontelephone households derived from the Current Population Survey (CPS) to achieve this goal. Beginning in 1994, the CPS weights were adjusted to totals of the number of persons that were adjusted to account for the undercoverage from the 1990 decennial Census. Any additional undercoverage in the Census of special populations, such as the homeless, remains in the totals obtained from the CPS.

The weighting procedures are described briefly below. More complete details are presented in a Working Paper entitled *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997).

3.4.1 Household-Level Weights

Household weights were developed for the Household & Library file. These weights were also used as the base weights for person-level weights developed for the Parent PFI/CI, the Youth CI, and the Adult CI interviews. In computing household weights, telephone numbers in the Parent/Youth sample and those in the Adult sample were taken together. A household base weight was developed to account for the RDD sampling of telephone numbers, including the sampling rate differences by state and by minority concentration stratum. This weight was adjusted for households that had more than one telephone number, hence more than one chance of being included in the sample.

The final adjustment was made by raking the household weights to account for the fact that not all households responded to the Screener and to account for undercoverage resulting from the sampling of telephone households only. Raking is an iterative procedure that ensures that survey weights sum to known population totals. It is a calibration estimator and is closely related to poststratification. Household weights were raked to known totals from the March 1995 CPS within each state and the District of Columbia using up to four dimensions. These dimensions were defined by whether children under age 18 are present in the household (yes/no), home type (rented/owned or other), urbanicity (urban/rural), and race/ethnicity of the oldest household member (white, black, and all other, not taking into account Hispanic origin). In some states, all four of the dimensions were defined and used for raking; in other states, only three dimensions were used because the expected number of completed Screeners fell below 50 in a given cell when four dimensions were considered. Table 3-1 presents the control totals used for raking the household-level weights.

3.4.2 Person-Level Weights

The next weighting procedures resulted in person-level weights, i.e., weights used to estimate the number of persons. The household-level weight was used as the base weight, and the weighting procedures included the adjustment of the estimates to independent totals from the CPS.

Person Weights for the Parent PFI/CI Interview

Every Parent/Youth household with children in the eligible age and grade ranges was included with certainty. All children between the ages of 3 and 20 years old, provided children age 7 or older were enrolled in or being home schooled in grade 12 or below, were eligible. Children were classified as younger (age 3 through grade 5) or older (grade 6 through 12). One and only one younger child was sampled in households with younger children, and one and only one older child was sampled in households with older children. Two children were sampled (one younger and one older) in households with one or more younger children and one or more older children. The sampling was based on information collected in the Screener interview from the adult household member who responded to the Screener, and the eligibility of the sampled children was later verified or updated when the parent/guardian most knowledgeable about the child responded to the Parent PFI/CI interview. Because sampling eligibility was defined in terms of the data collected in the Screener, the weighting procedures were developed with possible misclassification taken into account so that the estimates would not incur bias due to misclassification.

The first step in developing the person weights for the Parent PFI/CI interview was to adjust the household weights to reflect the random assignment of 95 percent of the total sample of telephone numbers to the Parent/Youth portion of the sample. The second adjustment accounted for the probability of sampling a child from among the eligible children in the household. For example, if there was one younger child in the household, he or she was sampled with certainty and the adjustment was unity. If there were three younger children in the household, then one was sampled and the adjustment was 3, which is the inverse of the probability of selecting a child from the household. The same example would apply to older children in a household. The application of these two adjustments to the household weight created a person-level base weight for the Parent PFI/CI interview.

The next step involved adjusting the person-level base weight for nonresponse to the Parent PFI/CI interview. Nonresponse adjustment cells were created for each grade: nursery school, kindergarten, and grade 1 through grade 12. A cell for those not yet enrolled in school and a cell for those few cases in which enrolled children had no grade equivalent were also included. For each cell, the ratio of the weighted number of eligible sampled children to the weighted number of responding children was then computed. This ratio was multiplied by the person-level base weight to create the nonresponse-adjusted person-level Parent interview weight.

The final stage of weighting for the Parent PFI/CI interview involved raking the nonresponse-adjusted person-level weights to national totals obtained using the percentage distributions from the October 1994 CPS and the total number of children from the March 1995 CPS. The October 1994 CPS contains variables not available on the March 1995 CPS, but the totals in the latter are more current. In the procedure used in the NHES:96, the control total for a raking cell is the proportion in that cell from the October 1994 CPS multiplied by the estimate of the total number of children from the March 1995 CPS. The three raking dimensions were a cross between race/ethnicity of the child (black, non-Hispanic/Hispanic/other) and household income categories ($10,000 or less/$10,001-$25,000/$25,001 or more), a cross of Census region (Northeast/South/Midwest/West) and urbanicity (urban/rural), and a cross of home type (rent/own or other) and grade of child (with those enrolled in school but having no grade equivalent assigned to the modal grade for their age; that is, they were assigned to the grade that most children their age are enrolled in). Table 3-2 shows the control totals used for raking the Parent PFI/CI interview weights.

Table 3-1.—Control totals for raking the NHES:96 household-level weights

State	Children under 18 in household	Control total
AK	Yes	97,239
AK	No	114,262
AL	Yes	605,926
AL	No	972,981
AR	Yes	363,107
AR	No	604,394
AZ	Yes	550,616
AZ	No	999,156
CA	Yes	4,227,774
CA	No	7,007,962
CO	Yes	541,111
CO	No	962,167
CT	Yes	413,495
CT	No	821,866
DC	Yes	66,104
DC	No	193,179
DE	Yes	97,096
DE	No	170,328
FL	Yes	1,726,409
FL	No	3,917,643
GA	Yes	1,045,039
GA	No	1,572,699
HI	Yes	158,781
HI	No	234,703
IA	Yes	386,762
IA	No	725,224
ID	Yes	168,159
ID	No	253,025
IL	Yes	1,608,836
IL	No	2,833,727
IN	Yes	877,787
IN	No	1,454,058
KS	Yes	357,436
KS	No	629,006
KY	Yes	583,193
KY	No	911,809
LA	Yes	667,283
LA	No	920,659
MA	Yes	748,916
MA	No	1,545,608
MD	Yes	700,664
MD	No	1,180,461
ME	Yes	180,241
ME	No	310,759

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Children under 18 in household	Control total
MI	Yes	1,348,036
MI	No	2,243,856
MN	Yes	641,553
MN	No	1,135,037
MO	Yes	745,951
MO	No	1,339,451
MS	Yes	426,231
MS	No	591,245
MT	Yes	121,351
MT	No	210,463
NC	Yes	1,020,925
NC	No	1,767,628
ND	Yes	90,254
ND	No	157,171
NE	Yes	217,572
NE	No	389,079
NH	Yes	169,500
NH	No	283,189
NJ	Yes	1,022,030
NJ	No	1,881,822
NM	Yes	251,677
NM	No	352,802
NV	Yes	196,134
NV	No	383,747
NY	Yes	2,384,423
NY	No	4,610,241
OH	Yes	1,575,866
OH	No	2,745,016
OK	Yes	476,403
OK	No	803,233
OR	Yes	422,627
OR	No	805,841
PA	Yes	1,541,432
PA	No	3,059,599
RI	Yes	131,153
RI	No	267,258
SC	Yes	529,914
SC	No	801,496
SD	Yes	100,511
SD	No	170,842
TN	Yes	796,617
TN	No	1,341,848
TX	Yes	2,721,726
TX	No	3,931,893

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Children under 18 in household	Control total
UT	Yes	301,459
UT	No	335,715
VA	Yes	933,317
VA	No	1,583,682
VT	Yes	89,500
VT	No	152,674
WA	Yes	746,661
WA	No	1,357,784
WI	Yes	701,463
WI	No	1,240,875
WV	Yes	273,803
WV	No	473,015
WY	Yes	74,817
WY	No	110,594

State	Home type	Control total
AK	Rent	92,828
AK	Own or other	118,673
AL	Rent	465,923
AL	Own or other	1,112,984
AR	Rent	294,319
AR	Own or other	673,182
AZ	Rent	554,589
AZ	Own or other	995,183
CA	Rent	4,985,476
CA	Own or other	6,250,260
CO	Rent	567,187
CO	Own or other	936,091
CT	Rent	424,598
CT	Own or other	810,763
DC	Rent	158,446
DC	Own or other	100,837
DE	Rent	79,551
DE	Own or other	187,873
FL	Rent	1,848,624
FL	Own or other	3,795,428
GA	Rent	917,837
GA	Own or other	1,699,901
HI	Rent	181,544
HI	Own or other	211,940
IA	Rent	333,237
IA	Own or other	778,749
ID	Rent	126,144
ID	Own or other	295,040

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Home type	Control total
IL	Rent	1,589,078
IL	Own or other	2,853,485
IN	Rent	693,741
IN	Own or other	1,638,104
KS	Rent	316,345
KS	Own or other	670,097
KY	Rent	454,285
KY	Own or other	1,040,717
LA	Rent	541,493
LA	Own or other	1,046,449
MA	Rent	934,895
MA	Own or other	1,359,629
MD	Rent	657,895
MD	Own or other	1,223,230
ME	Rent	144,969
ME	Own or other	346,032
MI	Rent	1,041,911
MI	Own or other	2,549,981
MN	Rent	500,375
MN	Own or other	1,276,215
MO	Rent	651,258
MO	Own or other	1,434,144
MS	Rent	290,003
MS	Own or other	727,473
MT	Rent	108,622
MT	Own or other	223,192
NC	Rent	892,000
NC	Own or other	1,896,553
ND	Rent	85,182
ND	Own or other	162,243
NE	Rent	203,385
NE	Own or other	403,266
NH	Rent	143,971
NH	Own or other	308,718
NJ	Rent	1,019,374
NJ	Own or other	1,884,478
NM	Rent	196,919
NM	Own or other	407,560
NV	Rent	262,157
NV	Own or other	317,724
NY	Rent	3,342,869
NY	Own or other	3,651,795
OH	Rent	1,405,307
OH	Own or other	2,915,575

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Home type	Control total
OK	Rent	408,287
OK	Own or other	871,349
OR	Rent	453,564
OR	Own or other	774,904
PA	Rent	1,350,099
PA	Own or other	3,250,932
RI	Rent	161,427
RI	Own or other	236,984
SC	Rent	401,335
SC	Own or other	930,075
SD	Rent	92,066
SD	Own or other	179,287
TN	Rent	683,714
TN	Own or other	1,454,751
TX	Rent	2,603,781
TX	Own or other	4,049,838
UT	Rent	203,107
UT	Own or other	434,066
VA	Rent	848,052
VA	Own or other	1,668,947
VT	Rent	75,052
VT	Own or other	167,123
WA	Rent	787,542
WA	Own or other	1,316,903
WI	Rent	646,827
WI	Own or other	1,295,511
WV	Rent	193,603
WV	Own or other	553,215
WY	Rent	59,624
WY	Own or other	125,786

State	Urbanicity	Control total
AK	Urban	135,381
AK	Rural	76,120
AL	Urban	958,027
AL	Rural	620,880
AR	Urban	520,036
AR	Rural	447,465
AZ	Urban	1,342,558
AZ	Rural	207,214
CA	Urban	10,323,990
CA	Rural	911,746
CO	Urban	1,200,451
CO	Rural	302,827

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Urbanicity	Control total
CT	Urban	985,413
CT	Rural	249,948
DC[1]		
DE	Urban	176,699
DE	Rural	90,725
FL	Urban	4,800,004
FL	Rural	844,048
GA	Urban	1,686,796
GA	Rural	930,942
HI	Urban	344,924
HI	Rural	48,560
IA	Urban	675,388
IA	Rural	436,598
ID	Urban	232,919
ID	Rural	188,265
IL	Urban	3,759,414
IL	Rural	683,149
IN	Urban	1,545,801
IN	Rural	786,044
KS	Urban	682,520
KS	Rural	303,922
KY	Urban	791,117
KY	Rural	703,885
LA	Urban	1,093,727
LA	Rural	494,215
MA	Urban	1,923,554
MA	Rural	370,970
MD	Urban	1,547,442
MD	Rural	333,683
ME	Urban	198,392
ME	Rural	292,609
MI	Urban	2,436,363
MI	Rural	1,155,529
MN	Urban	1,193,865
MN	Rural	582,724
MO	Urban	1,420,853
MO	Rural	664,549
MS	Urban	492,400
MS	Rural	525,076
MT	Urban	168,609
MT	Rural	163,205
NC	Urban	1,385,450
NC	Rural	1,403,103
ND	Urban	124,810
ND	Rural	122,615

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Urbanicity	Control total
NE	Urban	393,428
NE	Rural	213,223
NH	Urban	214,486
NH	Rural	238,203
NJ	Urban	2,589,232
NJ	Rural	314,620
NM[1]		
NV	Urban	510,508
NV	Rural	69,373
NY	Urban	5,804,773
NY	Rural	1,189,891
OH	Urban	3,286,024
OH	Rural	1,034,858
OK	Urban	872,993
OK	Rural	406,643
OR	Urban	862,050
OR	Rural	366,418
PA	Urban	3,174,409
PA	Rural	1,426,622
RI	Urban	339,556
RI	Rural	58,856
SC	Urban	748,072
SC	Rural	583,338
SD	Urban	132,579
SD	Rural	138,774
TN	Urban	1,323,852
TN	Rural	814,613
TX	Urban	5,262,143
TX	Rural	1,391,476
UT	Urban	539,181
UT	Rural	97,992
VA	Urban	1,740,324
VA	Rural	776,675
VT	Urban	68,137
VT	Rural	174,037
WA	Urban	1,594,737
WA	Rural	509,708
WI	Urban	1,213,283
WI	Rural	729,055
WV	Urban	283,524
WV	Rural	463,294
WY	Urban	115,650
WY	Rural	69,761

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Race/ethnicity of oldest in household	Control total
AK	White	171,777
AK	All other	39,724
AL	White	1,214,795
AL	All other	364,112
AR	White	825,419
AR	All other	142,082
AZ	White	1,335,612
AZ	All other	214,160
CA	White	8,540,441
CA	Black	803,456
CA	All other	1,891,839
CO	White	1,355,995
CO	All other	147,283
CT	White	1,102,766
CT	All other	132,595
DC	White	91,587
DC	All other	167,696
DE	White	221,840
DE	All other	45,584
FL	White	4,906,138
FL	Black	602,508
FL	All other	135,406
GA	White	1,946,000
GA	All other	671,738
HI	White	153,250
HI	All other	240,234
IA[2]		
ID[2]		
IL	White	3,647,544
IL	Black	578,991
IL	All other	216,028
IN	White	2,133,804
IN	All other	198,041
KS[2]		
KY[2]		
LA	White	1,133,556
LA	All other	454,386
MA	White	2,108,032
MA	All other	186,492
MD	White	1,393,338
MD	All other	487,787
ME[2]		
MI	White	3,054,925
MI	All other	536,967
MN[2]		
MO	White	1,858,677
MO	All other	226,725
MS	White	696,474
MS	All other	321,002

See footnotes at end of table.

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Race/ethnicity of oldest in household	Control total
MT[2]		
NC	White	2,193,579
NC	All other	594,974
ND[2]		
NE[2]		
NH[2]		
NJ	White	2,400,426
NJ	Black	344,792
NJ	All other	158,634
NM	White	486,818
NM	All other	117,661
NV	White	508,469
NV	All other	71,412
NY	White	5,469,786
NY	Black	995,928
NY	All other	528,950
OH	White	3,830,682
OH	All other	490,200
OK	White	1,091,755
OK	All other	187,881
OR[2]		
PA	White	4,142,442
PA	All other	458,589
RI[2]		
SC	White	977,638
SC	All other	353,772
SD[2]		
TN	White	1,818,630
TN	All other	319,835
TX	White	5,269,699
TX	Black	744,847
TX	All other	639,073
UT[2]		
VA	White	2,022,255
VA	All other	494,744
VT[2]		
WA	White	1,922,560
WA	All other	181,885
WI	White	1,825,219
WI	All other	117,119
WV[2]		
WY[2]		

Table 3-1.—Control totals for raking the NHES:96 household-level weights—Continued

State	Race/ethnicity of oldest in household	Control total
TOTAL		99,087,652

[1] The weights for households in the District of Columbia and New Mexico were not raked to urbanicity. The District of Columbia is entirely urban and the expected number of completed Screeners in New Mexico fell below 50 in a given cell when four dimensions were considered.

[2] The weights for households in Iowa, Idaho, Kansas, Kentucky, Maine, Minnesota, Montana, North Dakota, Nebraska, New Hampshire, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, and Wyoming were not raked to race/ethnicity because the expected number of completed Screeners fell below 50 in a given cell when four dimensions were considered.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 3-2.—Control totals for raking the NHES:96 person-level Parent PFI/CI interview weights

Race/ethnicity of child	Household income	Control total
Black, non-Hispanic	$10,000 or less	3,173,551
Black, non-Hispanic	$10,001-$25,000	2,757,623
Black, non-Hispanic	$25,001 or more	3,394,572
Hispanic	$10,000 or less	1,974,285
Hispanic	$10,001-$25,000	3,022,682
Hispanic	$25,001 or more	2,856,195
Other	$10,000 or less	3,633,965
Other	$10,001-$25,000	7,794,834
Other	$25,001 or more	30,388,979

Census region	Urbanicity	Control total
Northeast	Urban	9,510,867
Northeast	Rural	2,541,634
South	Urban	13,914,039
South	Rural	6,354,664
Midwest	Urban	10,145,594
Midwest	Rural	4,008,454
West	Urban	10,800,159
West	Rural	1,721,275

Home type	Grade of child	Control total
Rent	Not enrolled	2,075,138
Rent	Nursery/Preschool/Head Start	1,509,508
Rent	Transitional kindergarten/ Kindergarten/Pre-1st grade	1,551,342
Rent	1st grade	1,552,739
Rent	2nd grade	1,328,395
Rent	3rd grade	1,291,904
Rent	4th grade	1,258,317
Rent	5th grade	1,271,736
Rent	6th grade	1,218,509
Rent	7th grade	1,240,326
Rent	8th grade	1,081,016
Rent	9th grade	1,047,667
Rent	10th grade	1,124,240
Rent	11th grade	858,246
Rent	12th grade	870,133

Table 3-2.—Control totals for raking the NHES:96 person-level Parent PFI/CI interview weights—Continued

Home type	Grade of child	Control total
Own or other	Not enrolled	2,495,670
Own or other	Nursery/Preschool/Head Start	2,792,077
Own or other	Transitional kindergarten/ Kindergarten/Pre-1st grade	2,370,035
Own or other	1st grade	2,842,532
Own or other	2nd grade	2,673,160
Own or other	3rd grade	2,524,209
Own or other	4th grade	2,708,292
Own or other	5th grade	2,685,612
Own or other	6th grade	2,768,756
Own or other	7th grade	2,685,640
Own or other	8th grade	2,659,339
Own or other	9th grade	2,771,198
Own or other	10th grade	2,610,603
Own or other	11th grade	2,567,775
Own or other	12th grade	2,562,572
		Control total
TOTAL		58,996,686

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Person Weights for the Youth CI Interview

The person-level weight for the Youth CI interview used the nonresponse-adjusted person-level weight for the Parent PFI/CI interview as the base weight. Two adjustments were made to produce the person-level weight for the Youth CI interview. The first adjustment was for children for whom the Parent interview was completed but the Youth CI interview was not completed. Adjustment cells were created for each grade of 6 through 12 (there were no cases where older children were enrolled but had no grade equivalent). For each cell, the ratio of the weighted number of sampled children with completed Parent PFI/CI interviews to the weighted number of children responding to the Youth CI interview was then computed. This adjustment was applied to the Youth CI interview base weight to create the nonresponse-adjusted person-level Youth weight.

The second step was to adjust the nonresponse-adjusted Youth weight to national control totals using a raking procedure. The control totals were computed using the percentage distributions of older children from the October 1994 CPS and the total number of children from the March 1995 CPS. The three raking dimensions were a cross between race/ethnicity of the child (black, non-Hispanic/Hispanic/other) and household income categories ($10,000 or less/$10,001-$25,000/$25,001 or more), a cross of Census region (Northeast/South/ Midwest/West) and urbanicity(urban/rural), and a cross of home type (rent/own or other) and grade of child. Table 3-3 contains the control totals used for raking the Youth CI interview weights.

Table 3-3.—Control totals for raking the NHES:96 person-level Youth CI interview weights

Race/ethnicity of child	Household income	Control total
Black, non-Hispanic	$10,000 or less	1,266,248
Black, non-Hispanic	$10,001-$25,000	1,198,280
Black, non-Hispanic	$25,001 or more	1,654,690
Hispanic	$10,000 or less	696,561
Hispanic	$10,001-$25,000	1,241,464
Hispanic	$25,001 or more	1,380,511
Other	$10,000 or less	1,344,961
Other	$10,001-$25,000	3,252,496
Other	$25,001 or more	14,030,810
Census region	**Urbanicity**	**Control total**
Northeast	Urban	4,202,108
Northeast	Rural	1,122,949
South	Urban	6,147,526
South	Rural	2,807,629
Midwest	Urban	4,482,545
Midwest	Rural	1,771,022
West	Urban	4,771,745
West	Rural	760,497
Home type	**Grade of child**	**Control total**
Rent	6th	1,218,508
Rent	7th	1,240,326
Rent	8th	1,081,010
Rent	9th	1,047,672
Rent	10th	1,124,227
Rent	11th	858,250
Rent	12th	870,136
Own or other	6th	2,768,759
Own or other	7th	2,685,634
Own or other	8th	2,659,334
Own or other	9th	2,771,209
Own or other	10th	2,610,590
Own or other	11th	2,567,764
Own or other	12th	2,562,602
		Control total
TOTAL		26,066,021

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Person Weights for the Adult CI Interview

In every household in the Adult sample that contained an eligible adult, one and only one adult was sampled. Four adjustments were made to the household-level weight to compute the person-level weight for the Adult CI interview.

The first adjustment accounted for the assignment of 5 percent of the telephone numbers in the total sample to the Adult sample. The second adjustment accounted for the probability of sampling one adult from among all the eligible adults in the household and was the inverse of the probability of selection.

The third adjustment for the Adult CI interview person-level weights was the nonresponse adjustment. Three variables were used to create the nonresponse adjustment cells. The first was the sex of the adult, the second was the marital status of the adult (currently married/not married), and the third was the highest level of educational attainment of the adult (less than high school/high school diploma or equivalent or some college/bachelor's degree or above). Within each cell, the ratio of the weighted number of sampled adults to the weighted number of responding adults was computed and used to create the nonresponse-adjusted person-level weight.

The nonresponse-adjusted weight was adjusted in the final step to national totals using a raking procedure. The control totals were obtained from the March 1995 CPS and allocated according to the October 1994 distributions. The four dimensions for the raking cells were a cross of the adult's race/ethnicity (black, non-Hispanic/Hispanic/other) and household income categories ($10,000 or less/$10,001-$25,000/$25,001 or more), a cross of sex and age categories (18-29 years/30-49 years/50 years or more), a cross of Census region (Northeast/South/Midwest/West) and urbanicity (urban/rural), and home type (rent/own or other). The control totals used for raking the Adult person-level weights are in table 3-4.

3.5 Computing Sampling Errors

In surveys with complex sample designs, such as the NHES:96, direct estimates of the sampling errors assuming a simple random sample will typically underestimate the variability in the estimates. The NHES:96 sample design and estimation included procedures that deviate from the assumption of simple random sampling, such as oversampling in some states and in areas with higher concentrations of minorities, sampling persons within households with differential probabilities, and raking to control totals.

One method for computing sampling errors to reflect these aspects of the sample design and estimation is the replication method. Replication involves splitting the entire sample into a set of groups or replicates based on the actual sample design of the survey. The survey estimates can then be computed for each of the replicates by creating replicate weights that mimic the actual sample design and estimation procedures used in the full sample. The variation in the estimates computed from the replicate weights can then be used to estimate the sampling errors of the estimates from the full sample.

Table 3-4.—Control totals for raking the NHES:96 person-level Adult CI interview weights

Race/ethnicity	Household income	Control total
Black, non-Hispanic	$10,000 or less	5,715,930
Black, non-Hispanic	$10,001-25,000	6,330,147
Black, non-Hispanic	$25,001 or more	9,114,913
Hispanic	$10,000 or less	3,892,398
Hispanic	$10,001-25,000	6,226,797
Hispanic	$25,001 or more	7,049,163
Other	$10,000 or less	15,279,447
Other	$10,001-25,000	35,488,082
Other	$25,001 or more	99,135,859
Age	**Sex**	**Control total**
18-29 years	Male	20,554,624
18-29 years	Female	21,201,285
30-49 years	Male	39,863,289
30-49 years	Female	41,235,922
50 years or more	Male	29,377,548
50 years or more	Female	36,000,068
Census region	**Urbanicity**	**Control total**
Northeast	Urban	30,345,037
Northeast	Rural	8,109,248
South	Urban	44,393,641
South	Rural	20,274,967
Midwest	Urban	32,370,174
Midwest	Rural	12,789,231
West	Urban	34,458,603
West	Rural	5,491,835
Home type		**Control total**
Rent		55,049,448
Own or other		133,183,288
		Control total
TOTAL		188,232,736

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

A total of 80 replicates were defined for the NHES:96 based on the sampling of telephone numbers. This number was chosen to provide reliable estimates of sampling errors with reasonable data processing costs. The specific replication procedure used for the NHES:96 was a jackknife replication method (Wolter 1985). It involved dividing the sample into 80 random sub-samples (replicates) for the computation of the replicate weights. Replicate weights were created for each of the 80 replicates using the same estimation procedures that were used for the full sample. These replicate weights are included in the Household & Library data file as FHWTR1 through FHWTR80. In the Parent PFI/CI file, they are FPWTR1 through FPWTR80; in the Youth CI file, FYWTR1 through FYWTR80; and in the Adult CI file, FAWTR1 through FAWTR80. The computation of the sampling errors using these replicate weights can be done easily using the SAS procedure WESVAR with the JK1 option, or the WesVarPC Windows-based software with the JK1 option. The WesVarPC software is available free of charge through the Internet (http://www.westat.com) or by sending an e-mail message to wesvar@westat.com. A guide to using this software is also available (Brick et al. 1995).

Another approach to the valid estimation of sampling errors for complex sample designs is to use a Taylor series approximation to compute sampling errors. To produce standard errors using a Taylor series program, such as SUDAAN (Shah et al. 1995), two variables are required to identify the stratum and the primary sampling unit (PSU). The stratum-level variable is the indicator of the variance estimation stratum from which the unit (telephone number or sampled person) was selected. The PSU is an arbitrary numeric identification number for the unit within the stratum. On the Household & Library file, the stratum and PSU variables are called HSTRATUM and HPSU, respectively. On the Parent PFI/CI file, they are called PSTRATUM and PPSU; on the Youth CI file, YSTRATUM and YPSU; and on the Adult CI file, ASTRATUM and APSU. These variables can be used in SUDAAN to produce standard errors by specifying that the design is a "with replacement" sample (DESIGN = WR) and that the sampling levels are given by the appropriate stratum and PSU variables. For example, for estimates from the Youth CI file, use YSTRATUM YPSU in the NEST statement. Other software packages that use Taylor series methods, such as PC-CARP (Fuller et al. 1987), also use these two variables to define the units needed for computation. The full sample weights to be used for analysis are as follows: for the Household & Library file, FHWT; for the Parent PFI/CI file, FPWT; for the Youth CI file, FYWT; and for the Adult CI file, FAWT.

Data users should be aware that the use of different approaches or software packages in the calculation of standard errors may result in slightly different standard errors. Estimates of standard errors computed using the replication method and the Taylor series method are nearly always very similar, but not identical.

3.6 Approximate Sampling Errors

Although calculating the sampling errors using the methods described above is recommended for many applications, simple approximations of the sampling errors may be valuable for some purposes. One such approximation is discussed below.

Most statistical software packages compute standard errors of the estimates based upon simple random sampling assumptions. The standard error from this type of statistical software can be adjusted for the complexity of the sample design to approximate the standard error of the estimate under the actual sample design used in the survey. For example, the variance of an estimated proportion in a simple random sample is the estimated proportion (p) times its complement (l-p) divided by the sample size (n). The standard error is the square root of this quantity. This estimate can be adjusted to more closely approximate the standard error for the estimates from the NHES:96.

A simple approximation of the impact of the sample design on the estimates of the standard errors of the estimates that has proved useful in previous NHES surveys and in many other surveys is to adjust the simple random sample standard error estimate by the root design effect (DEFT). The DEFT is the ratio of the standard error of the estimate computed using the replication method discussed above to the standard error of the estimate under the assumptions of simple random sampling. An average DEFT is computed by estimating the DEFT for a number of estimates and then averaging. A standard error for an estimate can then be approximated by multiplying the simple random sample standard error estimate by the mean DEFT.

In complex sample designs, like the NHES:96, the DEFT is typically greater than one due to the clustering of the sample and the differential weights attached to the observations. In the NHES:96 both of these factors contributed to making the average DEFT greater than one. A fuller description of these factors for the NHES:96 is given in *Design, Data Collection, Survey Administration Time, and Data Editing in the 1996 National Household Education Survey* (Collins et al. forthcoming).

The average DEFT computed for estimates in the four interviews in the NHES:96 ranged from 1.1 to 1.3. For the Household & Library file, the overall mean DEFT was 1.1. It was approximately the same for state estimates and for estimates by presence of children under age 18 in the household. The DEFT was slightly higher for subgroup estimates by race/ethnicity, 1.1 to 1.2. It is recommended that an average DEFT of **1.1** be used for approximating the standard error of the estimates from the Household & Library file.

For the Parent PFI/CI file estimates, the average DEFT was 1.3 overall. It did not vary appreciably for estimates by grade of child (grouped as not enrolled, nursery school and kindergarten, grades 1 through 5, grades 6 though 9, and grades 10 through 12) or by race/ethnicity. Therefore, a DEFT of **1.3** is recommended to approximate the standard error of the estimates in the Parent PFI/CI file.

The average DEFT for estimates in the Youth CI file is also 1.3, and this does not vary for estimates by grade of student, grouped in grades 6 though 9 and 10 through 12. However, the average DEFT for estimates by race/ethnicity is 1.3 to 1.4. If the DEFT is used to approximate the standard error of the estimates from the Youth CI file, **1.4** should be used to be conservative.

For estimates from the Adult CI file, the average DEFT is 1.2, and it is the same for estimates by race/ethnicity. Therefore, a DEFT of **1.2** could be used to approximate the standard error of estimates from this file.

As stated above, the average DEFT can be used to approximate the standard error for an estimate. An example of how to do this on a **percent** estimate is as follows. If a weighted estimate of 60 percent is obtained for some characteristic in the Adult CI file (suppose that 60 percent of adults participated in regular community service), then an approximate standard error can be developed in a few steps. First, obtain the simple random sampling error for the estimate using the weighted estimate in the numerator and the unweighted sample size in the denominator: the standard error for this 60 percent statistic would be the square root of ((60 x 40)/2,250) = 1.03 percent, where the weighted estimate (p) is 60 percent, 40 is 100 minus the estimated percent (1-p), and the unweighted sample size (n) is 2,250. The approximate standard error of the estimate from the NHES:96 is this quantity (the simple random sample standard error) multiplied by the DEFT for the Adult CI file estimates of 1.2. In this example, the estimated standard error would be 1.24 percent (1.2 x 1.03 percent).

The approximate standard error for a **mean** can be developed using a related procedure. The three steps required to do so are demonstrated using an example from the Youth CI file. First, the mean is estimated using the full sample weight and a standard statistical package like SAS or SPSS. Second, the simple random sample standard error is obtained through a similar, but unweighted, analysis. Third, the standard error from the unweighted analysis is multiplied by the mean DEFT for the Youth CI file estimates of 1.4 to approximate the standard error of the estimate under the NHES:96 design. For example, suppose that the estimated (weighted) mean number of hours per week worked by students in grades 6 through 12 was 7 and the simple random sampling standard error (unweighted) was 2 hours. Then, the approximate standard error for the estimate would be 2.8 hours (2 hours x 1.4).

Users who wish to adjust the standard errors for estimates of **parameters in regression models** should follow a procedure similar to that discussed for means, above. Specifically, the estimates of the parameter in the model can be estimated using a weighted analysis in a standard statistical software package such as SAS or SPSS. A similar, but unweighted, analysis will provide the simple random sample standard errors for these parameter estimates. The standard errors can then be multiplied by the DEFT to arrive at the adjusted standard error for the NHES:96 design. For example, if a given mean parameter in a model involving items from the Parent PFI/CI file has a weighted estimate of 2.33 and a standard error of 0.45, then the adjusted standard error would be 1.3 x 0.45 = 0.59.

It should be noted that direct computation of the standard errors is always recommended when the statistical significance of statements would be affected by small differences in the estimated standard errors.

3.7 Standardization of Weights for the Split Half Samples

In the NHES:96, two versions of a five-item knowledge of government test were developed and administered to split half samples of parents, youth, and adults. The first set (set A), comprising the items R14a-e (CAVP, CALAW, CAHOUSE, CAVETO, and CACONSRV) on the Adult CI file was administered to a random subsample of about half the respondents, and the second set (set B), comprising the items R15a-e (CASPKR, CAJUDGE, CASENATE, CACONST, and CADFENS) on the Adult CI file was administered to the remaining respondents. The same procedure was used in the Parent PFI/CI and the Youth CI interviews, and analogous variables appear on those files. In the Parent PFI/CI interview, the set A variables (PK15a-e) are: CPVP, CPLAW, CPHOUSE, CPVETO, and CPCONSRV and the set B variables (PK16a-e) are: CPSPKR, CPJUDGE, CPSENATE, CPCONST, and CPDFENS. For the Youth CI interview, the set A variables (PD8a-e) are: CYVP, CYLAW, CYHOUSE, CYVETO, and CYCONSRV and the set B variables (PD9a-e) are: CYSPKR, CYJUDGE, CYSENATE, CYCONST, and CYDFENS. The purpose was to avoid having a parent and a youth in the same household answer the same set of questions. Although "contamination" was not an issue for the adult sample, two versions were administered to adults for comparability with the parent sample. The half samples were randomly determined by the telephone number of the household. For interviews with parents and adults, one set of questions was administered in households with telephone numbers ending in an even digit, and the other set was administered in households with telephone numbers ending in an odd digit. Youth received the set of questions not given to their parent.

As discussed in Section 3.4, the Parent PFI/CI, Youth CI, and Adult CI weights have been adjusted to national totals. Weights for the random subsamples described above were not adjusted separately to national totals. As a result, totals for demographic characteristics for each of these subsamples do not agree with each other and do not match the national totals. If it is desirable for the subsamples to each be nationally representative, then a simple weighting adjustment may be performed using WesVarPC (For more detail on the use of WesVarPC, refer to Brick et. al 1995.). Hereafter, such an adjustment will be referred to as "standardization." The following instructions list the steps required to standardize the weights of the split half sample to the full sample weighted totals, which may be computed from the weights on the NHES:96 files, using WesVarPC. Using the terminology of standardization, the demographic variables to which the subsamples are standardized are called the dimensions and the categories of these dimensions are called the levels. An example of standardizing is given below. This process was used to standardize the Adult CI weights for the tabulations of scores on the two sets of knowledge questions presented in Nolin and Chapman (1997).

1. For each dimension to be used in the standardization, compute the control totals (*i.e.*, the weighted estimates of totals for the levels of the dimension based on the full sample). For example, suppose the weights are to be standardized to two dimensions: sex (SEX) and age (AGECAT with 5 levels, 18-24, 25-39, 40-54, 55-69, and 70 and older). To do so, submit Table requests in WesVarPC using the full-sample data file. Submit one Table request for each dimension (SEX and AGECAT) and generate weighted frequencies by specifying the full sample weight.

2. For each dimension, create an ASCII file containing a field for the level of the dimension variable and a field for the control total, with the two fields separated by a space. Continuing the example, then two ASCII files should be created. The first, say SEXTOTL.DAT, would look like this (generating the control totals from the full sample weight in WesVarPC):

   ```
   1 98437275
   2 89795461
   ```

   The second, say AGETOTL.DAT, would look like this (generating the control totals from the full sample weight in WesVarPC):

   ```
   1 21344724
   2 64156737
   3 50442374
   4 31396386
   5 20892515
   ```

   Note that the sum of the two levels of SEX equals the sum of the five levels of the control totals of AGECAT. This is a requirement of standardization. The sum of the control totals for the dimensions must be equal.

3. Subset the file to the particular subsample of interest. For example, on the Adult CI file, to standardize the weights for the subsample that was administered the questions in set A, subset the file by extracting only those cases with CAVP $\neq$ -1.

4. Using WesVarPC, choose Import Data File from the Prep menu. Provide the required parameters (see Brick et al. 1995 for details on the specifications for each WesVarPC screen), and press the Create button. This will create a WesVarPC file containing only the cases administered the set A questions. (This file will have a .VAR extension).

5. Next, from the Prep menu, select Poststratification. Specify the WesVarPC file that was created during the Prep step. Specify the first dimension variable as the Cell Identifier, and specify the corresponding file of control totals as the File with Control Totals. Keeping with the last example, one might specify SEX as the Cell Identifier and C:\SEXTOTL.DAT as the File with Control Totals. A new WesVarPC file will be created. For the sake of illustration, suppose this new file is called ADLT_A.VAR.

6. Repeat the poststratification process, using the second variable as the Cell Identifier and its corresponding control totals file as the File with Control Totals. The input file for this step should be the output file from the previous poststratification step (ADLT_A.VAR). In the example, AGECAT would be the Cell Identifier, and C:\AGETOTL.DAT would then be the File with Control Totals and the output file might be called ADLT_B.VAR. At this point, the sum of the weights of the file by AGECAT equal the control totals in AGETOTL.DAT.

7. Continue this poststratification process until all dimensions have been exhausted. When this occurs, you have completed one iteration of this process. In the example, one iteration will have been completed after one poststratification step has been completed using SEX and one poststratification step has been completed using AGECAT.

8. Proceed with further iterations of this poststratification process until the new weighted totals converge to the control totals. To check on convergence, submit a set of Table requests after each iteration, with each table producing weighted frequencies for a cell identifier variable (*i.e.*, dimension). In the example, there will be two Table requests: SEX and AGECAT. If the new weighted totals for each dimension match the control totals (to within some tolerable amount of error), then terminate the poststratification process. If the new weighted total for any dimension do not match the control totals, then continue with further iterations. In the example, after each iteration, the new weighted totals for AGECAT will match the control totals, since AGECAT was the last dimension to which the weights were poststratified. However, if the totals for SEX do not match the control totals, then you must proceed with another iteration of poststratification; *i.e.*, poststratify to SEX and then poststratify to AGECAT.

This process will bring the new weighted totals for the particular subsample up to national levels. However, caution should be taken in combining samples. One might use this standardization process on the weights for adults in the subsample receiving the set A questions, by creating a subpopulation and extract in WesVarPC to export only the set A cases to a file for SAS. The same steps are used to create a set B SAS file. The two files should then be merged and the weights divided by two for combined analysis. The merged file can then be imported back into WesVarPC to do the analysis of the combined file.

3.8 Imputation

In the NHES:96, as in most surveys, the responses to some data items are not obtained for all interviews. There are numerous reasons for item nonresponse. Some respondents do not know the answer for the item or do not wish to respond for other reasons. Some item nonresponse arises when an interview is interrupted and not continued later, leaving items at the end of the interview blank. Item nonresponse may also be encountered because responses provided by the respondent are not internally consistent, and this inconsistency is not discovered until after the interview is completed. In these cases, the items that were not internally consistent were set to missing.

For most of the data items collected in the NHES:96, the item response rate was very high. The median item response rate for the Household & Library household-level and library items was 95 percent and for person-level items, 99 percent. For the Parent PFI/CI interview data, the median was 99 percent; for the Youth CI interview data, 99 percent; and for the Adult CI interview data, 99 percent. (Item response rates are discussed in more detail in chapter 4.) Despite the high item response rate, **data items with missing data on the file were imputed with the exception of the 10 knowledge about government items**. (For those items, answers of "don't know" or "refused" are regarded as incorrect responses. As such, they were not imputed.) The imputations were done for two reasons. First, complete responses were needed for the variables used in developing the sampling weights. Second, users will be computing estimates employing a variety of methods and complete responses should aid their analysis. The procedures for imputing missing data are discussed below; more information is available in a Working Paper, *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997).

A hot-deck procedure was used to impute missing responses (Kalton and Kasprzyk 1986). In this approach, the entire file was sorted into cells defined by characteristics of households or the respondents. The variables used in the sorting were general descriptors of the interview and also included any variables involved in the skip pattern for the items.

The standard set of sort order variables for the household-level items in the Household & Library file consisted of:

- STATE -- the state in which the household was located;
- HIGRADE -- a variable derived for imputation from the Screener respondent's highest education level (GRADE and SDIPLOMA) as less than high school diploma, high school diploma but no bachelor's degree, or college graduate;
- KIDINHH -- a variable derived for imputation from the age (AGE) of all household members indicating whether or not children under age 18 resided in the household; and
- HOWNHOME -- whether the home was rented versus owned or other arrangement.

The sort order variables for the Parent PFI/CI file (for children other than those being home schooled) were:

- MAINRSLT -- the final completion code for the interview;
- GRADE -- the grade of the sampled child (children with a grade equivalent in a separate grade category);
- SPUBLIC -- whether the sampled child attends a public or private school;
- SEX -- sex of the sampled child;
- PARGRADE -- a variable that indicates the highest education level attained by either parent in the household as less than high school diploma, high school diploma but no bachelor's degree, or college graduate derived from MOMGRADE, MOMDIPL, DADGRADE, DADDIPL; and
- HHPARN1 -- a variable derived for imputation from HHMOM and HHDAD indicating whether there were two parents in the household or not.

The sort order variables for the Youth CI file were:

- MAINRSLT -- the final completion code for the interview;
- GRADE -- the grade of the sampled child (children with a grade equivalent in a separate grade category);
- SPUBLIC -- whether the sampled child attends a public or private school;
- SEX -- sex of the sampled child; and
- PARGRADE -- a variable that indicates the highest education level attained by either parent in the household as less than high school diploma, high school diploma but no bachelor's degree, or college graduate derived from MOMGRADE, MOMDIPL, DADGRADE, DADDIPL.

The sort order variables for the Adult CI file were:

- AGECAT -- a variable derived for imputation from AGE for the respondent with the categories 18 through 29 years, 30 through 49 years, and 50 or older;
- AGRADR -- a variable derived for imputation indicating the highest level of education of the respondent as less than high school diploma, high school diploma but no bachelor's degree, or college graduate derived from AGRADE and ADIPL;
- SEX -- sex of the respondent; and
- CAPARENT -- whether the respondent is a parent, stepparent, or foster parent of any child age 18 or younger living in the household or not.

All of the observations were sorted into cells defined by the responses to the sort variables, and then divided into two classes within the cell depending on whether or not the item was missing. For an observation with a missing value, a value from a randomly selected donor (observation in the same cell but with the item completed) was used to replace the missing value. After the imputation was completed, edit programs were run to ensure the imputed responses did not violate edit rules.

For some items, the missing values were imputed manually rather than using the hot-deck procedure. In the NHES:96, hand imputation was done (1) to impute person-level characteristics from the Screener; (2) to impute Parent PFI/CI interview variables for children who are home schooled[2]; (3) to impute variables that involved complex relationships that would have required extensive programming to impute using a hot-deck procedure; (4) to correct for inconsistent imputed values; and (5) to impute for a few cases when no donors with matching sort variable values could be found.

For hand imputation of the Screener person-level items, three sort variables were used: state, the 3-digit ZIP code, and the person identification number, to ensure that all household members were grouped together. Home schoolers were imputed along with all other youth using WESDECK. The sort variables used to impute missing data for home schoolers were the same as the sort variables used for non-home schoolers. However, some of the skip patterns were different.

After values had been imputed for all observations with missing values, the distribution of the item prior to imputation (i.e., the respondent's distribution) was compared to the post-imputation distributions of the imputed values alone and of the imputed values together with the observed values. This comparison is an important step in assessing the potential impact of item nonresponse bias and ensuring that the imputation procedure reduces this bias, particularly for items with relatively low response rates (less than 90 percent). There were 5 items in the Household & Library file with response rates of less than 90 percent, 27 variables in the Parent PFI/CI file, 5 variables in the Youth CI file, and 5 variables in the Adult CI file.

For each data item for which any values were imputed, an imputation flag variable was created. If the response for the item was not imputed, the imputation flag was set equal to 0. If the response was imputed, the flag was set to either 1, 2, 3, or 4. The value of the imputation flag indicates the specific procedure used to impute the missing value. The imputation flag was typically set to 1 if the missing value was imputed using the standard hot-deck approach.

In some cases, variables had to be recoded to be consistent with the skip patterns of the questionnaire prior to being imputed using the standard hot-deck approach; for these cases the imputation flag was set to 2. The procedure for hot-deck imputation only recognizes missing value codes as those that need to be replaced by imputed values. For the NHES:96, these missing codes were -7 = refused, -8 = don't know, and -9 = not ascertained. Therefore, in some cases, variables that originally equaled -1 (inapplicable) had to be recoded to a missing value code (i.e., -9 = not ascertained) prior to being imputed using the standard hot-deck approach. This was done so that data were consistent with the skip patterns of the questionnaire. For these cases the imputation flag was set to 2. For example, if the value of SPUBLIC (PD1) equaled -8 for a child, then SCHOICE (PD3) and SRELGON (PD4) were never asked and thus equaled -1 (inapplicable). During the imputation process for this child, if SPUBLIC was imputed to equal 2 (private), then SRELGON had to first be recoded from -1 (inapplicable) to -9 (not ascertained) before the imputation procedure would recognize SRELGON as a variable that should be imputed to equal either 1 (church-related) or 2 (not church-related). In this case, the imputation flag for SRELGON would be set to 2.

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[2] Home schoolers in the Youth CI interview received most of the questions the other youth received and no complex skip patterns were involved; therefore, no special procedures were used for imputing missing values for the home schoolers.

For items that were imputed manually, the flag was set to 3. The imputation flag was set to 4 for all variables where the reported value was "don't know" prior to imputation using the standard hot-deck approach except for the political knowledge questions. (For these 10 items, responses of "don't know" or "refused" were incorrect answers, not missing data.)

The imputation flags were created to enable users to identify imputed values. Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the data set. For example, some users might wish to analyze the data with the missing values rather than the imputed values. If the imputation flag corresponding to a variable is equal to 0, no values for that variable were imputed. If the imputation flag corresponding to the variable is equal to 1, 2, 3, or 4, the user can replace the imputed response with a missing value to accomplish this goal. This method could also be used to replace the imputed value with a value imputed by some user-defined imputation approach. Finally, if the user wishes to account for the fact that some of the data were imputed when computing sampling errors for the estimates, the missing values could be imputed using multiple imputation methods (Rubin 1987) or imputed so that the Rao and Shao (1992) variance procedures could be used.

4. DATA COLLECTION METHODS AND RESPONSE RATES

4.1 Data Collection Procedures

The following sections discuss the procedures used in the data collection phase of the NHES:96, including pre-collection procedures, the use of computer-assisted telephone interviewing (CATI), staff training, interviewer assignments and contact procedures, and quality control. More detailed information on these topics can be found in a Working Paper entitled *Design, Data Collection, Survey Administration Time, and Data Editing in the 1996 National Household Education Survey* (Collins et al. forthcoming).

4.1.1 Special Pre-collection Procedures

Before the beginning of data collection, special procedures were implemented to remove some nonresidential and nonworking telephone numbers from the sample, and in addition, an advance mailing was conducted.

Business purge. The 161,446 telephone numbers in the NHES:96 sample were sent to Genesys, a commercial firm which produced lists of telephone numbers. All telephone numbers were matched against residential White Pages listings and Yellow Pages business listings, with numbers appearing in both listings classified as White Pages listings. Numbers that appeared only in the Yellow Pages business listings were classified as nonresidential. Of the 161,446 telephone numbers in the NHES:96 sample, 7,218 were deemed to be nonresidential through the business purge.

Tritone test. The same firm, Genesys, conducted tritone tests on the 101,428 telephone numbers that were not identified as business numbers or listed residential numbers and 15,590 were deemed nonworking as a result. The telephone numbers were computer dialed; those that received tritone signals (the three-bell sound heard when dialing a nonworking number) prior to a ring on two separate calls on different days were classified as nonworking as a result. These cases were assigned final disposition codes before data collection began.

Advance mailing. In an effort to increase Screener-level response, an advance mailing was sent to households with listed telephone numbers for which an address could be obtained. Of the 161,446 telephone numbers in the NHES:96 sample submitted to Telematch for addresses, 47,878 telephone numbers were returned with complete addresses. Letters were mailed to all 47,878 households for which addresses were obtained, explaining the purpose of the NHES:96 and encouraging participation in the study. The field test of the NHES:96 showed that households receiving an advance letter were more likely to respond to the survey (Brick and Collins forthcoming). The NHES:96 result was consistent with those findings. The weighted response rate for households to which letters were mailed in advance of calling was higher than that for households for which addresses were sought but could not be obtained (73 percent compared to 58 percent).

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4.1.2 CATI System Applications

The use of a CATI system for the NHES:96 included a number of applications that facilitated the implementation of the survey. Briefly, the most salient features of the CATI system for the NHES:96 were as follows:

- **Sampling:** The use of online sampling through CATI eliminated the need for separate screening and interviewing calls, reducing the cost and the burden on respondents.
- **Scheduling:** The CATI system was used to feed telephone numbers to the interviewers, maintain a schedule of callback appointments, and reschedule unsuccessful contact attempts to the appropriate day and time.
- **Skip Patterns:** The CATI system was programmed to automatically guide interviewers through the complex skip patterns in the questionnaire, reducing the potential for interviewer error and shortening the questionnaire administration time.
- **Copying Responses:** The CATI system was used to copy responses from one interview to another to prevent unnecessary repetition of questions. For example, when two children with the same parents were sampled in a household, the parent characteristics series and household information items were asked only once. This helped to reduce response burden.
- **Monitoring Survey Progress:** The CATI system was programmed to provide automatic status reports throughout data collection. This allowed ongoing monitoring of the survey's progress.
- **Online Help:** The CATI system was programmed to provide an online help screen for each item in the screener and extended interviews. These screens, which could be accessed with a keystroke by the interviewer, clarified terminology, explained the intent of questions, and helped the interviewer obtain correct information.

4.1.3 Interviewer Training

Although most interviewer training was conducted over a 3-week period in January 1996, one group of experienced interviewers was trained in mid-December 1995. Interviewers were trained in groups of about 30. Based on experience with the previous NHES surveys and other similar surveys, 16 hours of project specific training were allocated for each training group. Prior to the NHES:96 project training, all interviewers had participated in a basic training in general interviewing techniques and the use of the CATI system that typically lasted 6 hours. Each training group had an assigned time for the first interviewing shift so that their work could be closely monitored. In total, 388 interviewers completed training for the study.

Interviewer training was conducted using the CATI system. The trainees entered information in the CATI system during training presentations, providing them with hands-on experience prior to beginning data collection. The topics covered in the training session included an introduction to the study, interactive lectures based on each of the survey questionnaires, details about survey procedures, and techniques for refusal avoidance. Prior to live interviewing, trainees practiced interviews in pairs using several role-play scripts. The majority of training time (about 11 to 12 hours) was spent on interactive lectures and practice interviews using role-play scripts. Most of the remaining time was spent on procedures for contacting households and respondents and techniques for refusal avoidance.

The survey staff included 14 interviewers bilingual in English and Spanish. These interviewers received the same English training as all other interviewers, and were then trained to conduct the interviews in Spanish. All of the CATI screens were translated into Spanish, and these screens were available to bilingual interviewers at a keystroke.

4.1.4 Interviewing Procedures

The CATI system scheduled cases automatically, based on an algorithm that was customized for the NHES:96 survey. The system assigned cases to interviewers in the following order of priority:

- Cases that had specific appointments;
- Cases that had unspecified appointment/general callback times for the time period;
- Cases that had resulted in busy signals 15 minutes earlier;
- Cases that had not been contacted on previous attempts and had not been attempted during the time frame; and
- Cases that were new and had never received call attempts.

At least seven attempts were made by NHES interviewers to screen households in order to determine the presence of household members eligible for extended interviews, that is, an eligible child or adult. These calls were staggered on different days of the week and at different times of the day over a period of at least 2 weeks. This included at least two daytime calls, three evening calls, and two weekend calls. In addition, nearly all cases for which this seven-call limit was reached were released at several points during data collection to receive additional calling attempts. Some cases received more than 20 calls in this effort to complete screening interviews. Cases that were coded as problems were referred to a telephone supervisor to discuss appropriate methods of completing an interview (e.g., holding a case for some time and releasing it for additional attempts later in the data collection period). Below is an overview of the specific calling strategies used during the NHES:96 data collection and their results. Because most nonresponse in a random-digit-dialing (RDD) survey occurs at the screening level, these procedures emphasized increasing the Screener response rate. Please see *Design, Data Collection, Survey Administration Time, and Data Editing in the 1996 National Household Education Survey* (Collins et al. forthcoming) for a more detailed account of these procedures and their results.

Procedures for Other than English. The NHES:96 was conducted primarily in English, but provisions were made to interview persons who spoke only Spanish. As mentioned above, the questionnaires were translated into Spanish, Spanish versions of the CATI instruments were programmed, and bilingual interviewers were trained to complete the interview in either English or Spanish.

When the person answering the telephone was not able to speak English, and the interviewer was not bilingual and was not able to identify an English-speaking household member, the interviewer coded the case as a "language problem" and further specified the case as either "hearing/speech problem," "Spanish," or "language other than English or Spanish." Bilingual interviewers were the only ones who could access these "language problem" cases for follow up. If a bilingual interviewer encountered a Spanish-speaking respondent on an initial call into a household, the interviewer could immediately begin to conduct the interview in Spanish without ever coding the case as a language problem.

There were 545 Screeners that were classified by at least one interviewer as a hearing or speech problem. About one-fourth of these cases were eventually completed, either because another household member answered the phone or because the interviewer initially misclassified the case. Of the 128 hearing/speech problem Screeners that were completed, 12 were completed in Spanish.

A total of 2,395 Screeners were classified by the first interviewer making contact as Spanish-speaking. About 66 percent of all these cases were finalized as completes. About 92 percent of the completed cases were completed in Spanish. The Screener response rate for Spanish cases is lower than the overall Screener response rate of 69.9 in contrast to the results of the NHES:95, in which the Screener response rate for Spanish-speaking households was higher than the overall rate. The reason for this decline is not evident. While there has been discussion in the media about efforts to limit immigration and make English the official language of the U.S., it does not seem plausible that this could be the sole factor in the decline in response rates for Spanish-speaking households in one year since the NHES:95 was conducted.

Only about 17 percent of the Screeners with respondents identified by the initial interviewer as speaking some language other than English or Spanish were completed. There were 960 cases in this category; 116 were completed in English and 44 were completed in Spanish.

Answering Machines. For cases in which call attempts resulted in an answering machine status, interviewers made at least seven attempts to reach households in order to complete the screening and determine whether any household members were sampled for interviews. The first time an answering matching was reached, the interviewer left a brief message explaining the nature of the call, providing the 800 telephone number for the prospective respondent, and explaining that an interviewer will call again at a later time. This message was not left if an answering machine was reached on subsequent attempts to reach the household, except toward the end of data collection when the message was repeated.

4.1.5 Special Data Collection Procedures

Refusal conversion. Additional efforts were used to obtain responses from households or individual respondents who had initially refused to complete an interview. However, if the interviewer indicated that the initial response was "hostile" (e.g., profane or abusive), the case was reviewed by a supervisor to determine whether another attempt should be made. One refusal conversion attempt was made for each Screener or extended interview refusal, with the exception of these "hostile" cases. For most of the field period, a 14-day hold was placed on initial refusals before a conversion attempt was made. This period was decreased near the end of data collection to facilitate survey close-out while maximizing response rates.

An additional refusal conversion attempt was made in a subset of cases which had twice refused to participate in the Screener interview. The cases included in this effort were those for which neither the first or second refusal received a code of "hostile." This effort resulted in the completion of 2,589 additional Screeners, which is about 5 percent of all completed Screeners. All refusals were considered to be final if a third contact with the household resulted in a code of refusal. For extended interviews, cases were coded as final refusals if the first conversion attempt resulted in a second refusal.

"Maximum call" cases. Another effort to increase the Screener response rate was the release of "maximum call" cases, in which a person had answered on at least one of the seven previous attempts. The cases were held for a period of time and released for additional attempts periodically during the data collection period. Initially, only maximum call cases that had never been released for additional attempts were released. However, toward the end of the data collection period, all maximum call cases were released for additional call attempts, regardless of how many additional attempts they had already received. This effort resulted in the completion of 2,256 additional Screeners, which is about 4 percent of all completed Screeners.

"No answer" calls. There were some numbers at which no answer was ever received during the seven attempts, called "no answer" cases. These cases were also released for additional call attempts, resulting in nearly all no answer cases receiving 14 or more calls unless they were completed prior to that number of attempts. In 1995, telephone company business office checks indicated that approximately 40 percent of cases finalized as no answer cases were residential (see Brick and Broene 1997 for details regarding the use of telephone company business office checks to estimate the residential status of telephone numbers). Based on this information, the final noncontact cases were proportionally allocated to residential and nonresidential status in the calculation of final response rates.

4.1.6 Data Collection Quality Control

Data collection quality control efforts began during the CATI development period. As the CATI system was programmed, extensive testing of the system was conducted. This testing included review by project research staff, telephone interviewing staff, data preparation staff, statistical staff, and the programmers themselves. The testing by staff members representing different aspects of the project was designed to ensure that the system was working properly from all of these perspectives. Three live field tests were conducted in households between May 9 and May 11, June 8 and July 9, and August 28 and August 31, of 1995. During the first field test, 114 Screeners, 93 Parent PFI/CI interviews, and 19 Youth CI interviews were completed. The purpose of the field test was to ensure that the CATI system was working properly. Modifications to the instruments to address some administrative problems were also made at this time.

During the second field test, 3,102 Screeners, 897 Parent PFI/CI interviews, and 283 Youth CI interviews were completed. The second field test was designed to incorporate two methodological tests, as well as to evaluate revisions to the instruments made after the first field test. The tests were conducted on split-half samples. One test involved mailing an advance information letter to the addresses that were obtained through matching telephone numbers with published addresses. The other test involved administering two versions of the Screener, one containing a question that screened out households with no children age 20 or younger before enumeration and one enumerating every household contacted. Results of these methodological tests may be found in *An Experiment in Random Digit Dialing Survey Response* (Brick and Collins forthcoming). The third field test was conducted to ensure that the CATI system was working properly for the Adult CI interview. During this field test, 80 Screeners and 37 Adult interviews were completed.

Quality control activities continued during training and data collection. During interviewer training, interviewers were paired with one another and they conducted role-play interviews on telephones monitored by supervisors. When interviewers began actual data collection, they were monitored on an ongoing basis by telephone center supervisors. Project research staff also monitored the interviewers occasionally. Data preparation staff reviewed the cases from the CATI system as they were completed and referred problems to the project staff for resolution. Interviewer memos were posted and distributed when any recurring problems were identified. Additional training was provided as necessary.

Throughout data collection, supervisors and telephone monitors (experienced telephone interviewers who were trained for monitoring) monitored the interviews by listening for about 15 minutes at a time to the interviewers from either a monitoring room or from a carrel on the floor of the telephone center. The monitor completed a special monitoring form that covered five major areas of telephone interviewing:

- Reading and general skills;
- Listening skills and probing;
- Recording;
- Handling refusals and questions; and
- Telephone manner and relationship with respondent.

The monitors recorded their impressions of the interviewer's skills and abilities for 22 items within these five major areas using three categories: "no problem," "minor difficulty," and "major difficulty." If a skill was not rated during the monitoring session, a not applicable (N/A) code was used. Interviewers who had major difficulties were counseled and monitored to make sure the difficulties were resolved. If the problems continued, then the interviewers were released from the NHES:96 interviewing pool. Over 11,000 monitoring forms were completed for the NHES:96; less than one percent contained a code of "major difficulty," and most of these were recorded early in the data collection period.

In addition, at least once a week, the CATI management system produced computer-generated reports that displayed response rates, refusal rates, and refusal conversion rates for each NHES:96 interviewer. These reports assisted telephone center supervisors in identifying interviewer performance problems that might not be detected through monitoring. For instance, these reports would allow supervisors to identify interviewers with low response rates, even though monitoring sessions may not have indicated that the interviewer had problems obtaining respondent cooperation.

4.2 Response Rates in the NHES:96

A response rate is the ratio of the number of units with completed interviews (for example, the units could be telephone numbers, households, or persons) to the number of units sampled and eligible for the interview. In some cases, these rates are easily defined and computed, while in other cases the numerators or denominators of the ratio must be estimated.

For reporting the results from the NHES:96, the response rate indicates the percentage of possible interviews completed taking all survey stages into account, while the completion rate measures the percentage of interviews completed for a specific stage of the survey. For example, household members were identified for interviews in a two- or three-stage process. Screener interviews were conducted to enumerate and sample household members, and then questionnaires were administered for the sampled members. If the responding household member failed to complete the first-stage Screener, no members could be sampled for other interviews. Since the Youth CI interview was conducted only after the Parent PFI/CI interview for that sampled child had been completed, the Youth CI interview was a third stage of interviewing. Under this design, the completion rate for the second stage (Parent PFI/CI or Adult CI interview) is the percentage of sampled persons who completed these interviews. The response rate is the product of the first- and second-stage completion rates. The completion rate for the third stage (Youth CI interview) is the percentage of sampled older children (i.e., in grades 6 through 12) with completed Parent PFI/CI interviews who also completed Youth CI interviews. The Youth CI interview response rate is the product of the Screener and Youth CI completion rates.

Response and completion rates can be either unweighted or weighted. The unweighted rate, computed using the raw number of cases, provides a useful description of the success of the operational aspects of the survey. The weighted rate, computed by summing the weights (usually the reciprocals of the probability of selecting the units) for both the numerator and denominator, gives a better description of the success of the survey with respect to the population sampled. Both rates are usually similar unless the probabilities of selection and the response rates in the categories with different selection probabilities vary considerably. All of the response rates discussed in the report are weighted unless noted specifically in the text.

Response rates and completion rates are identical for the first stage of sampling and interviewing (i.e., the Screener). The next section discusses the response rate for the Screener and provides a profile of the characteristics of the respondents. The discussion of response and completion rates for the Parent PFI/CI, the Youth CI, and the Adult CI interviews are given in the following sections. Additional information on the NHES:96 response rates, including the findings of additional nonresponse bias analyses, is included in *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997).

4.2.1 Screener Response Rate

The first panel of table 4-1 shows the disposition of the 161,446 telephone numbers that were sampled for the NHES:96. The three major categories of residential status are those identified as numbers for residential households, those identified as nonresidential numbers (primarily nonworking and business telephone numbers), and those numbers that, despite numerous attempts, could not be classified as either residential or nonresidential.

In the lower part of the table, the estimated response rate of 69.9 percent (business office method) for the Screener is shown. The numerator is the number of telephone numbers in households that participated in the survey (55,708) weighted by the probabilities of selecting the telephone number. The denominator is the total number of residential telephone numbers plus the 40.5 percent of numbers with unknown residential status that are assumed to be residential, also weighted by the probabilities of selecting the telephone number. The 40.5 percent estimate was based on a special study conducted at the conclusion of the NHES:95 survey in which telephone business offices were contacted to provide the status of a sample of telephone numbers that had unresolved residency status. More details about this study can be found in *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997). If the raw count of telephone numbers had not been weighted, the Screener response rate using the business office method would also have been 70 percent.

Table 4-1.—Number of telephone numbers dialed, by residential status and weighted Screener response rates

Screener response category	Number	Percentage of all numbers	Percentage of residential numbers
Total	161,446	100.0	
Identified as residential	76,258	47.2	100.0
Participating	55,838	34.6	73.2
Not participating	20,420	12.6	26.8
Identified as nonresidential	75,736	46.9	
Unknown residential status	9,452	5.9	
Screener response rates*	**Rate (Percent)**		
Estimated response rate (using business office method)	69.9		
CASRO response rate	69.1		
Conservative response rate	65.4		
Liberal response rate	73.4		

* All the response rates use the estimated number of participating households as the numerator. The denominators vary but are all estimated totals: for the estimated response rate using the business office method, the proportion of unknown residential status numbers included in the denominator was based upon the proportion identified in checks with telephone business offices; for the CASRO (Council of American Survey Research Organizations) response rate, the proportion of unknown residential status numbers included in the denominator was based upon the residency rate for the numbers with known residential status; for the conservative response rate, all of the unknown residential status numbers were included; for the liberal response rate, none of the unknown residential status numbers were included.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Other estimates of the response rates were computed by allocating different proportions of the numbers with unknown residency status into the residential category. The footnote to table 4-1 explains four different schemes for estimating the response rate. It is reasonable to say that the Screener response rate is between 65 and 73 percent, and the best estimate is 70 percent. The variability in the estimates arises because it is not possible to identify precisely the residential status for each telephone number.

Table 4-2 presents the Screener response rate by selected geographic area characteristics. The Screener response rate varied somewhat by region of the country (based on Census division). Response rates for the Pacific and Mid-Atlantic divisions, areas with high concentrations of population in urbanized areas, are lowest, while response rates for the West North Central and East South Central divisions, areas with lower proportions of the population in urbanized areas, are highest. Households not located in high-minority areas completed the Screener at higher rates than those in high-minority areas. The response rates were also higher in areas in which higher percentages of households have children under age 18. The response rates for non-metropolitan areas are higher than those for areas contained in Metropolitan Statistical Areas (MSAs). This is the same general pattern that was observed in the State response rates (see *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey*, Montaquila and Brick 1997).

Table 4-2.—Number of telephone numbers dialed in the Screener, by response status, weighted response rate, and characteristic of the geographic area based on the telephone exchange

Characteristic	Total	Residential, participating	Residential, not participating	Non-residential	Unknown residential status	Estimated[1] response rate (%)
Total	161,446	55,838	20,420	75,736	9,452	69.9
Census Division[2]						
New England	10,050	3,498	1,308	4,561	683	67.8
Mid-Atlantic	20,899	6,995	3,296	9,023	1,585	64.8
East North Central	22,612	7,873	2,606	10,883	1,250	72.6
West North Central	11,211	4,323	1,051	5,397	440	77.4
South Atlantic	31,342	10,904	3,826	14,752	1,860	70.8
East South Central	8,013	3,123	935	3,643	312	74.9
West South Central	17,254	6,092	2,186	8,192	784	70.8
Mountain	12,291	4,586	1,285	5,775	645	73.5
Pacific	24,466	7,519	3,603	11,600	1,744	64.2
Alaska/Hawaii	3,308	925	324	1,910	149	69.3
Minority Concentration						
High	69,815	22,605	9,365	33,719	4,126	67.1
Not high	91,631	33,233	11,055	42,017	5,326	71.0
Percent with children under 18						
Less than 15 percent	4,523	871	474	2,689	489	56.9
15 to 29 percent	124,605	43,475	16,117	57,516	7,497	69.8
30 percent or more	32,318	11,492	3,829	15,531	1,466	72.4
Percent renters						
Less than 34 percent	76,472	28,641	9,340	34,518	3,973	72.0
34 to 50 percent	52,837	19,646	7,008	24,111	3,072	69.4
51 percent or more	32,137	8,551	4,072	17,107	2,407	62.6
Metropolitan status[3]						
In county in central city	65,024	21,466	8,630	30,929	3,999	68.0
In county not in central city	27,139	9,692	3,846	11,972	1,629	68.6
Subcounty of MSA	27,251	10,102	3,603	11,957	1,589	70.4
MSA in its own county	7,205	2,284	1,165	3,208	548	62.0
Not MSA	34,827	12,294	3,176	17,670	1,687	75.9

[1] The estimated response rate is the number of completed interviews divided by the sum of the number of completed interviews, nonresponses, and 40.5 percent of the unresolved telephone numbers, weighted by the probability of selection.

[2] The following states comprise Census divisions: New England includes Maine, Vermont, New Hampshire, Connecticut, and Rhode Island; Middle Atlantic includes New York, Pennsylvania, and New Jersey; South Atlantic includes Maryland, Delaware, Washington DC, West Virginia, Virginia, North Carolina, South Carolina, Georgia, and Florida; East South Central includes Kentucky, Tennessee, Mississippi, and Alabama; East North Central includes Wisconsin, Michigan, Illinois, Indiana, and Ohio; West North Central includes North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, and Missouri; West South Central includes Oklahoma, Texas, Arkansas, and Louisiana; Mountain includes Montana, Idaho, Wyoming, Colorado, Utah, Nevada, Arizona, New Mexico; Pacific includes Alaska, Hawaii, Washington, Oregon, and California.

[3] Census of Population and Housing, 1990: Summary Tape File 1B Extract on CD-ROM Technical Documentation / prepared by the Bureau of the Census. Washington, DC: Bureau of the Census, 1991.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

4.2.2 Extended Interview Response Rates

The number of children enumerated and sampled, and those with completed interviews for each component of the NHES:96, are given in table 4-3. Of the enumerated 47,829 children eligible for sampling in the Parent PFI/CI interview, a sample of 23,835 children was selected. About 2 percent of the sampled children were not actually in the age and grade range for the survey as determined by the Parent PFI/CI interview respondent. These children were classified as ineligible. Complete interviews were obtained for 20,792 of the sampled children for an estimated 89 percent completion rate. The bulk of the unit nonresponse for the Parent PFI/CI interview was due to refusal of the parent/guardian to respond (61.5 percent of nonresponse). Other reasons for Parent PFI/CI interview nonresponse were inability to make contact with the parent/guardian (25.8 percent of nonresponse), language problems (6.2 percent of nonresponse), and other reasons such the parent/guardian claiming not to have time to respond right now but will respond at a later time (6.5 percent of nonresponse).

The number of older children enumerated, sampled, and the final status of each sampled child for the Youth CI interview are also given in table 4-3. About 70 percent of the 15,560 enumerated older children were sampled for the Youth CI interview. Less than 2 percent of the sampled older children were classified as ineligible because the Parent PFI/CI interview respondent reported that they were not actually enrolled in grades 6 through 12. In all, 8,043 interviews were completed with the sampled youths. The estimated completion rate for the Youth CI interview is 76 percent and the response rate is 53 percent. The main reason for Youth CI interview nonresponse was failure to complete the Parent PFI/CI interview (50.6 percent of Youth CI interview nonresponse). Other reasons for nonresponse to the Youth CI interview were the refusal of the parent to permit the youth to respond to the Youth CI interview (25.6 percent of Youth CI interview nonresponse), refusal of the youth to respond (9.2 percent of Youth CI interview nonresponse), inability to complete the interview despite numerous attempts (9.2 percent of nonresponse), language problems (0.6 percent of Youth CI interview nonresponse), and other miscellaneous reasons for nonresponse (4.6 percent) such as some youth were enumerated erroneously, that is it was discovered that they were not household members, the sampled youth's age was reported incorrectly in the enumeration, or the youth was not capable of responding to the interview for health reasons.

The bottom section of table 4-3 gives the numbers for the Adult CI sample. In the Adult sample, one adult per household was sampled randomly. A total of 2,250 adults completed the Adult CI interview. Almost all of those sampled were eligible for the interview; those classified as ineligible were either in the military or currently enrolled in high school. For the Adult CI interview, the bulk of the nonresponse was due to refusal of the sampled adult to respond (64.3 percent of nonresponse). Other reasons for Adult CI interview nonresponse were inability to make contact with the sampled adult (27.1 percent of nonresponse), language problems with the sampled adult (5.6 percent of nonresponse), and other reasons such as the sampled adult asking to be called later because he/she was eating and then not ever being available (2.9 percent of nonresponse).

Table 4-3.—Number of enumerated children and adults, completed interviews, and weighted completion and response rates, by type of extended interview

Type of interview	Number	Estimated completion rate (percent)	Estimated response rate (percent)
Parent PFI/CI			
Enumerated	47,829		
Sampled	23,835		
Ineligible[1]	471		
Nonresponding	2,572		
Complete	20,792	89.4	62.5
Youth CI			
Enumerated	15,560		
Sampled	10,949		
Ineligible[2]	171		
Nonresponding	2,735		
Complete	8,043	76.4	53.4
Adult CI			
Enumerated	4,996		
Sampled	2,600		
Ineligible[3]	11		
Nonresponding	339		
Complete	2,250	84.1	58.8

[1] Ineligible cases for the Parent PFI/CI interview include those in which the sampled child was found to be under age 3, age 7 or older and not enrolled in elementary or secondary school, or over age 20. Any youth not living with an adult 12 or more years older than him/herself (emancipated youth) was identified as ineligible prior to sampling.

[2] Included in Ineligible Youth are those youth who were ineligible because they were enrolled in a grade lower than 6th or higher than 12th, were older than age 20, or were not living with an adult at least 12 years older than themselves who could respond as the most knowledgeable person about them.

[3] Ineligible cases for the Adult CI component include adults who were either in the military or enrolled in high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

The completion rates for the Parent PFI/CI, the Youth CI, and the Adult CI interviews can be examined by variables available for both respondents and nonrespondents. The variables shown for the Parent PFI/CI interview are Census region (based on the telephone number) and grade of the sampled child. Grade was collected during the Screener. Table 4-4 shows the number of sampled children by response status and completion rate for each of these variables. The completion rates are quite consistent across all census regions. In general, completion rates decrease as grade increases.

For the Youth CI interview, three variables about each sampled youth are used for examining the response profile: Census region, grade of the youth, and type of school (i.e., public *vs*. private *vs*. home school). Census region was obtained based on the phone number, grade was obtained from the Screener, and type of school was obtained from the Parent PFI/CI interview. The number of cases for these variables and the completion rates are shown in table 4-5. There is little variation in the completion rates for region or for students whose grade is known. The completion rates by type of school are slightly more variable, but this is mainly due to the small sample size for home schoolers.

For the Adult CI interview, three variables from the Screener were considered in examining the response profile: sex, age, and highest educational attainment (table 4-6). The completion rate for females was slightly higher than that for males. Completion rates decreased as age (18 to 34 years/35 to 49 years/50 to 64 years/65 years or more) increased. This is consistent with the hypothesis that the elderly, who are less likely to have children enrolled in school, are less likely to participate in a survey about education. Completion rates for the Adult CI interview generally increased as the educational attainment of the adult increased.

Table 4-4.—Number of sampled Parent PFI/CI interviews, by response status and weighted completion rates

Parent PFI/CI interviews	Total	Participating	Nonresponse	Ineligible	Estimated completion rate (%)
Total	23,835	20,792	2,572	471	89.4
Census region					
Northeast	4,269	3,706	471	92	88.7
Midwest	5,137	4,566	476	95	90.6
South	8,565	7,483	937	145	89.7
West	5,864	5,037	688	139	88.1
Grade of child (Screener)					
Not enrolled	1,795	1,405	147	243	91.3
Nursery/Preschool	1,799	1,596	136	67	92.5
Kindergarten	1,558	1,414	143	1	91.0
1st grade	1,508	1,392	115	1	93.2
2nd grade	1,394	1,242	149	3	90.7
3rd grade	1,509	1,359	150	0	91.1
4th grade	1,669	1,503	166	0	91.1
5th grade	1,669	1,486	181	2	89.6
6th grade	1,733	1,515	215	3	87.5
7th grade	1,691	1,477	209	5	87.7
8th grade	1,619	1,393	222	4	86.4
9th grade	1,550	1,363	176	11	89.8
10th grade	1,490	1,280	195	15	85.0
11th grade	1,427	1,219	177	31	85.0
12th grade	1,410	1,143	188	79	85.5
Unknown	5	--	--	5	--
Other*	9	5	3	1	79.4

* "Other" includes special education and ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 4-5.—Number of sampled Youth CI interviews, by response status and weighted completion rates

Youth interviews	Total	Participating	Nonresponse	Ineligible	Parent PFI/CI interview not completed	Estimated completion rate (%)
Total	10,949	8,043	1,350	171	1,385	85.5
Census region						
Northeast	1,962	1,402	260	34	266	84.3
Midwest	2,295	1,750	264	32	249	86.6
South	4,012	2,949	482	53	528	86.3
West	2,680	1,942	344	52	342	84.0
Grade of child (Screener)						
6th grade	1,731	1,265	236	16	214	83.7
7th grade	1,691	1,251	224	7	209	84.9
8th grade	1,619	1,228	164	5	222	87.7
9th grade	1,550	1,167	196	11	176	87.0
10th grade	1,490	1,110	170	15	195	87.0
11th grade	1,427	1,045	174	31	177	83.4
12th grade	1,410	965	177	80	188	85.3
Other*	7	0	3	1	3	0.0
Unknown	24	12	6	5	1	70.9
Type of school (Parent PFI/CI interview)						
Public	8,277	7,130	1,131	16	0	86.3
Private	997	810	187	0	0	80.3
Home schoolers	136	103	32	1	0	74.0
Unknown*	1,539	--	--	154	1,385	--

* Characteristics obtained during the Parent PFI/CI interview are unknown for ineligible Youths and for Youths for whom no Parent interview was completed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

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Table 4-6.—Number of sampled adults for Adult CI interviews, by response status and weighted completion rates

Adult Civic Involvement interviews	Total	Participating	Nonresponse	Ineligible	Estimated completion rate (%)
Total	2,600	2,250	339	11	84.1
Sex (Screener)					
Female	1,452	1,291	158	3	85.8
Male	1,148	959	181	8	82.1
Age (Screener)					
18 to 34 years	826	711	104	11	85.0
35 to 49 years	858	752	106	0	85.3
50 to 64 years	473	410	63	0	83.4
65 years or more	443	377	66	0	80.3
Highest Educational Attainment (Screener)					
Less than high school	343	286	55	2	81.1
High school graduate or equivalent	863	717	144	2	80.4
Vocational/technical education after high school or some college	735	655	75	5	86.8
College graduate	401	355	44	2	87.0
Graduate or professional school	258	237	21	0	88.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

4.3 Item Response Rates

For most of the data items collected in the NHES:96, the item response rate was very high. The tables in this section show the item response rates for a representative group of items for each interview. The items included were selected to represent key items and to represent the range of item response rates. The number of cases for which each item was attempted and the percentage of cases for which a valid response was obtained are shown.

Table 4-7 shows the item response rates for a representative group of Screener items. For the Screener, the median response rates for imputed items were 94.97 percent for household-level characteristics (including library items) and 99.48 percent for person-level characteristics. The Parent PFI/CI item response rates are represented in table 4-8; table 4-9 represents the Youth CI item response rates; table 4-10 represents the Adult CI item response rates. For the Parent PFI/CI, the Youth CI, and the Adult CI questionnaires the median item response rates for imputed items were 99.08 percent, 99.38 percent, and 99.47 percent, respectively. Items that are rarely asked, e.g. the items in the nonresidential parent segment of the Parent PFI/CI interview, may involve unusual situations where the circumstances are less amenable to being collected in the standard set of questionnaire items. For such rarely asked items, one or two missing values could result in a low item response rate.

Parent PFI/CI interviews for which most, but not all, questions were completed were included in the data base. The criterion for including these "partial completes" was that the interview had to be completed up to the start of the section on parent characteristics (section L). A total of 134 Parent PFI/CI cases met this criterion and were included as completed interviews. Because this number is quite small compared to the total number of completed parent interviews, there is no significant decline in item response rates for questions that appear late in the interview. No partial completes were included for the Household & Library file, the Youth CI file, or the Adult CI file.

For more details, including a complete listing of all item response rates, see *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997).

Table 4-7.—Item response rates for selected items in the Screener

Item	Number attempted	Percent response
Person-level items		
Gender at Screener	151,282	99.97
Child having home school/tutoring	140,596	99.99
Grade/year of school attending	45,315	99.56
Year of vocational school attending	831	90.85
Highest grade or year of school completed	108,087	97.82
Who is on active duty	897	100.00
First language learned to speak	145,364	99.87
Household-level items and library items		
All in household born in US	55,708	99.90
How far to nearest public library	55,708	93.41
Called public library past month	55,708	96.42
Attended library activity/child under 6 past month	25,590	95.03
Used library to learn to read past month	25,590	95.12
Size of suburb	10,429	77.15
Total household income range	55,708	82.84
Exact household income nearest $1,000	5,437	47.62

NOTE: This table includes item response rates for the library use questions, although these were not always administered during the NHES:96 Screener. See section 2.1 for further information.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 4-8.—Item response rates for selected items in the Parent PFI/CI interview

Item	Number attempted	Percent response
Current school status		
Ever home schooled	17,710	99.90
Home school for religious reasons	547	98.35
Home school/poor environment at school	547	98.35
School characteristics		
Child attends public/private school	19,343	99.86
Program run by government agency	1,807	96.02
Child in same school since fall	17,536	92.89
Number of students in child's grade	556	87.95
Family involvement and school practices		
School welcomes family involvement	16,151	99.34
Teachers contact HH/behavior problems	17,536	99.95
Child will graduate from 4 year college	8,678	88.04
Family attended general school meeting	9,803	99.94
School had parent advisory meeting	593	88.70
School sent newsletters	19,343	99.56
Parents have say in school policy	19,343	82.60
Family involvement in schoolwork		
How often student does homework at home	16,151	99.62
HH members confident helping w/math	8,895	99.66
Family involvement outside of school		
Worked on arts/crafts past week	11,399	99.77
Played game past week	20,792	99.85
Involved child w/chores past week	11,399	99.92
Rules about TV viewing time	8,397	99.90
Activities that promote civic involvement		
Frequency parent reads national news	9,393	99.98
Other adult read/watch/listen natl. news	773	79.30
Household adult does community service	9,393	99.99
Some books should be kept out/pub. library	9,393	97.81
Could write letter to government official	9,393	99.46
Job/pol. office held by Newt Gingrich	4,639	100.00
Nonresidential parent items		
Time since second nonres. parent contacted child	258	82.56
Second nonres. parent phoned child past year	73	87.67
Second nonres. parent attended PTA meeting	193	85.49
Parent and household items		
Mother worked for pay last week	20,026	99.71
Highest grade mother completed	20,026	99.29
Father worked for pay last week	15,825	99.39
Highest grade father completed	15,825	98.75
Exact household income/nearest $1,000*	3,425	62.95
Size of city*	6,006	80.70

*These items were asked in the Screener/Household & Library interview, but appear on the Parent PFI/CI data file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

Table 4-9.—Item response rates for selected items in the Youth CI interview

Item	Number attempted	Percent response
Family involvement in education		
Discusses future plans w/family	8,043	99.58
Rules about time home/school nights	4,275	99.77
Family lets child have say in rules	8,043	99.59
Child is challenged at school	7,940	99.42
Student opinions count at school	7,940	99.42
Activities that promote responsibility		
School has student government	7,940	91.84
Served/worked in student government	6,494	91.98
Works for pay	8,043	99.91
Service activities		
Will do service activity next year	8,043	87.87
Does community service activity	8,043	99.69
School arranges service activities	7,940	93.61
School req. student service activity	748	96.39
Will do service activity later this year	4,047	85.37
Heard of VISTA	8,043	99.70
Activities that promote civic involvement		
Watched national news on TV	8,043	99.99
Family has no say in what government does	4,275	96.19
Could make statement at public meeting	4,275	99.32
Course req. attention to govt. issues	8,043	99.58
Class increased interest/govt. issues	5,594	99.20
In class took part in debate	8,043	99.70
Could write letter to govt. official	4,275	99.49
Job/pol office held by Newt Gingrich	2,165	99.95
Parent and household items*		
Exact household income/nearest $1,000	1,131	65.78
Size of suburb	1,414	85.36
Size of city	2,169	83.08

*These items were asked in the Parent PFI/CI interview, but appear on the Youth CI data file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

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Table 4-10.—Item response rates for selected items in the Adult CI interview

Item	Number attempted	Percent response
Activities that promote civic involvement		
Frequency read newspaper	2,250	99.91
Can't understand politics/government	2,250	98.49
Allow freedom to speak against religion	2,250	97.51
Could make statement at public meeting	2,250	99.16
Could write letter to govt. official	2,250	99.16
Job/pol. office held by Newt Gingrich	1,136	100.00
Opinions about improving public education		
Stricter discipline would improve ed.	2,250	97.78
Promotion standards would improve ed.	2,250	98.09
Teacher evaluations would improve ed.	2,250	96.89
Longer school year would improve ed.	2,250	96.84
Household items*		
Total household income	2,250	88.44
Exact household income/nearest $1,000	210	54.29
Size of suburb	429	84.85
Size of city	705	86.52

*These items were asked in the Screener/Household & Library interview, but appear on the Adult CI data file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1996.

5. DATA PREPARATION

5.1 Coding and Editing Specifications

Most of the NHES:96 interview data were coded by the interviewers during the interview using the CATI system. As the interviewers entered the number of the response option given by the respondent, this number was written to the data file. Range and logic edits were developed for relevant items to maximize coding accuracy.

5.1.1 Range Specifications

The ranges of most of the items were determined by the codes available for the responses, since most were closed ended. For open-ended items that required an entry by the interviewer (for example, ages and dates), there were not specific sets of responses; therefore, reasonable ranges were defined.

Range edits included both hard- and soft-range edits. A "soft range" is one that represents the reasonable expected range of values but does not include all possible values. Responses outside the soft range were confirmed with the respondent and had to be entered a second time. For example, the number of hours each week a child attended Head Start or a prekindergarten program had a soft range of 1 to 50. A value outside this range could be entered and confirmed as correct by the interviewer as long as it was within the hard range of values (1 to 70). "Hard ranges" are those that have a finite set of parameters for the values that can be entered into the CATI system. Out-of-hard-range values for either open- or closed-ended questions were not accepted. If the respondent insisted that a response outside the hard range was correct, the interviewer could enter the information in a comments data file. These comments were reviewed by data preparation and project staff. Out-of-hard-range values were accepted if the comments supported the response.

After data collection was completed, range edits were rerun against the entire database to ensure that no outliers were inadvertently introduced during the post-data-collection updating process. Therefore, any outliers that exist in the data files were reviewed during the data preparation process and most often originated from information entered into the comments data file.

5.1.2 Consistency Checks (Logic Edits)

Consistency or logic checks examine the relationships between responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another unlikely. Logic specifications for the NHES:96 interviews were contained within the CATI system. For example, the CATI system was programmed to control skip patterns so that inappropriate items were not asked. Additional consistency (logic) checks for the NHES:96 interviews also were included. For example, a parent/guardian may have reported that a child was attending a grade that was outside the normal range of grades for his age. If the logic check was violated, an error message appeared that explained that the response was out of the soft range and allowed the interviewer to enter a correction. If the interviewer passed through the error screen once and information was still outside the soft range, but within the hard range, the interviewer was asked to reverify the information. After the second attempt, the inconsistent information was accepted. However, if an initial response was outside the hard range, the error message appeared and continued to reappear until a response within the hard range was entered. At several points during data collection, logic edits were also checked against the entire data base. Cases violating the edits were examined and either the information violating the edit was kept or it was coded to "not ascertained" and later replaced with imputed data. Data were kept in circumstances where the data were judged to be plausible even though it violated the edit (e.g., a 15-year-old enrolled in preschool). In such circumstances, there was usually supporting information available in the comments data file.

5.1.3 Structural Edits

Because of the survey's complexity, the CATI database was a highly complex, hierarchical file. The relationships of database records were often dependent on values of variables contained in other database records; therefore, structural edit specifications were developed to check the structural integrity of the database. This ensured that all variables that should exist did exist and those that should not exist did not exist in the database. For example, if there is a completed Parent PFI/CI interview for a child, the data record that contains the parent items must exist in the database. Structural edits were run against the entire database during the data preparation.

5.1.4 Frequency and Cross-Tabulation Review

The frequencies of responses to all data items (both individually and in conjunction with related data items) were reviewed to ensure that appropriate skip patterns were followed. Members of the data preparation team checked each item to make sure the correct number of responses was represented for all items. If a discrepancy was discovered, the problem case was identified and reviewed. If necessary, the audit trail for the interview, which provided a keystroke-by-keystroke record of an interview, was retrieved to determine the appropriate response. If the audit trail revealed no additional information, either a data retrieval effort was made or the item was coded as "not ascertained," and later imputed.

5.1.5 Review of "Other, specify" Items

The "other, specify" open-ended text responses were reviewed to determine if they should be coded into one of the existing code categories. When a respondent selected an "other" response, the interviewer entered text into a "specify" overlay that appeared on the screen. The "specify" responses were reviewed by the data preparation staff and, where appropriate, coded into one of the existing response categories. Review of the open-ended text responses revealed that, with one exception, no one particular text item occurred frequently enough to warrant the creation of a new response category for any of the questionnaire items. However, several new categories were created for HSOTHER, the variable "reasons for home schooling" (PB9). For example, a category was added for "student behavioral problems" and the new category is indicated in the questionnaire in appendix A with italicized text. Verbatim strings of all "other, specify" items do not appear on the public-use data files. However, they do appear on the proprietary data file. See section 6.3 of Volume II through Volume V for a discussion of the proprietary files.

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APPENDIX A

SCREENER, PARENT PFI, YOUTH CI, and ADULT CI QUESTIONNAIRES

NHES:96 Screener/Household & Library Interview

S1. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a member of this household and at least 18 years old?

*

YES	1	(GO TO S4)
NO	2	(GO TO S2)
PROBABLE BUSINESS	3	(GO TO S4)
GO TO RESULT	GT	

S2. May I please speak with a household member who is at least 18 years old?

*

AVAILABLE	1	(GO TO S1)
NOT AVAILABLE	2	(GO TO RESULT, CALLBACK APPT.)
THERE ARE NONE	3	(GO TO S3A)
GO TO RESULT	GT	

S3A. May I please speak with the male or female head of this household?

*

PERSON ON PHONE	1	(GO TO S4)
OTHER PERSON, AVAILABLE	2	(GO TO S3B)
OTHER PERSON, NOT AVAILABLE	3	(GO TO RESULT, CALLBACK APPT.)
GO TO RESULT	GT	

S3B. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a head of this household?

*

YES	1	(GO TO S4)
NO	2	(GO TO S3A)
GO TO RESULT	GT	

S4. Is this phone used for...

*

Home use,	1	(CONTINUE)
Home and business use, or	2	(CONTINUE)
Business use only?	3	(GO TO THANK1)
GO TO RESULT	GT	

For Parent/Youth Interview, read SCRN_20.
For Adult CI Interview, read PRE_LIB.

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.

Questions designated by * do not appear on either the public or restricted data files. They were used for administrative, verification, or coding purposes only.

SCRN_20. The U.S. Department of Education is conducting a voluntary and confidential study about the educational experiences of children and how they learn about their communities and government. We are also interested in how all households use public libraries. Are any of the people who normally live in your household age 20 or younger?

SUNDR21

YES . . . . 1 (READ STMT1)
NO . . . . 2 (READ STMT2)
GO TO RESULT . . . . GT

STMT 1. These next questions are about the people in your household and usually take 5 to 7 minutes.
(GO TO S6.)

STMT 2. Then I just have a few questions about libraries and about the people in your household. They usually take 5 to 7 minutes. (GO TO LINTRO.)

PRE_LIB. The U.S. Department of Education is conducting a voluntary and confidential study about how people use public libraries and how they learn about their communities and government. These questions usually take 10 to 15 minutes. First, I'd like to ask about libraries.
(GO TO LINTRO.)

PRE_S6. Now I'd like to ask about the people in your household and their education and background.

S6. Starting with yourself, please tell me just the first names and ages of all the people who normally live in your household. What is your first name, please?

[HOUSEHOLD MEMBERS INCLUDE PEOPLE WHO THINK OF THIS HOUSEHOLD AS THEIR PRIMARY PLACE OF RESIDENCE. IT INCLUDES PERSONS WHO USUALLY STAY IN THE HOUSEHOLD BUT ARE TEMPORARILY AWAY ON BUSINESS, VACATION, IN A HOSPITAL, OR LIVING AT SCHOOL IN A DORM, FRATERNITY, OR SORORITY.]

What is [your first name/the first name of the next person]?	How old [are you/ is (he/she)]?	Is this person male or female?	SCREENER RESPONDENT
*	***HHAGE1-*** ***HHAGE16*** ***AGE*** ***MOMAGE*** ***DADAGE***	***HHSEX1-*** ***HHSEX16*** ***SEX***	*

82

S6VERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.] Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT	1
RETURN TO MATRIX	2
GO TO RESULT	GT

If AGE > = 3 (person age 3 or older), ask SX7. Else, go to box after SX7.

SX7. [Are you/Is (PERSON)] attending (or enrolled in) (school/nursery school, kindergarten, or school)?

SENROL1-
SENROL16

YES	1
NO	2

If AGE > = 18 (person age 18 or older), autocode SX8 = 2 (not home schooled) and go to box after SX8. Else, if AGE = 5-17, ask SX8. Else, if SX7 = 1 (person is enrolled in school), go to SX9. Else, go to first box after SX12.

SX8. (READ FIRST TIME: Some parents decide to educate their children at home rather than sending them to school.) Is (CHILD) being schooled at home?

SHOMSC1-
SHOMSC16

YES	1	(GO TO SX8A)
NO	2	(GO TO BOX AFTER SX8A)

SX8A. So your child is being schooled at home instead of at school?

YES	1	(GO TO SX10)
NO	2	(RECODE SX8 = 2 AND GO TO BOX)

If SX7 = 1 (person is enrolled in school), go to SX9. Else, go to first box after SX12.

SX9. What grade or year of school [are you/is (PERSON)] attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

SGRADE1-
SGRADE16

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART	N	(GO TO SX11)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO SX11)
KINDERGARTEN	K	(GO TO SX11)
PREFIRST GRADE (AFTER K)	P	(GO TO SX11)
FIRST GRADE	1	(GO TO SX11)
SECOND GRADE	2	(GO TO SX11)
THIRD GRADE	3	(GO TO SX11)
FOURTH GRADE	4	(GO TO SX11)
FIFTH GRADE	5	(GO TO SX11)
SIXTH GRADE	6	(GO TO SX11)
SEVENTH GRADE	7	(GO TO SX11)
EIGHTH GRADE	8	(GO TO SX11)
NINTH GRADE/FRESHMAN IN HIGH SCHOOL	9	(GO TO SX11)
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL	10	(GO TO SX11)
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL	11	(GO TO SX11)
TWELFTH GRADE/SENIOR IN HIGH SCHOOL	12	(GO TO SX11)
UNGRADED ELEMENTARY/SECONDARY	U	(GO TO SX10)
SPECIAL EDUCATION	S	(GO TO SX10)
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15	(GO TO SX9A)
COLLEGE (UNDERGRADUATE)	16	(GO TO SX9B)
GRADUATE, PROFESSIONAL SCHOOL	17	(GO TO SX9C)

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

SX9A. In terms of credits earned and requirements fulfilled, what year of vocational/technical school [are you/is (PERSON)] in now?

VOCYR1-
VOCYR16

FIRST	1	(GO TO SX11)
SECOND OR HIGHER	2	(GO TO SX11)

SX9B. What is [your/(PERSON's)] class standing? That is, [are you/is (PERSON)] a freshman, sophomore, junior, or senior?

COLLYR1-
COLLYR16

FRESHMAN	1	(GO TO SX11)
SOPHOMORE	2	(GO TO SX11)
JUNIOR	3	(GO TO SX11)
SENIOR	4	(GO TO SX11)

SX9C. In terms of credits earned and requirements fulfilled, what year of graduate or professional school [are you/is (PERSON)] in now?

GRADYR1-
GRADYR16

FIRST	1	(GO TO SX11)
SECOND	2	(GO TO SX11)
THIRD	3	(GO TO SX11)
FOURTH OR HIGHER	4	(GO TO SX11)

SX10. What grade would [you/(PERSON)] be in if [you/(he/she)] were (attending a school/attending a school with regular grades)?

SGRDEQ1-SGRDEQ16 [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART	N
TRANSITIONAL KINDERGARTEN (BEFORE K)	T
KINDERGARTEN	K
PREFIRST GRADE (AFTER K)	P
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN IN HIGH SCHOOL	9
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL	10
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL	11
TWELFTH GRADE/SENIOR IN HIGH SCHOOL	12
UNGRADED/NO EQUIVALENT	U
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15
COLLEGE (UNDERGRADUATE)	16
GRADUATE, PROFESSIONAL SCHOOL	17

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

*If SX8 = 1 (in home school), go to first box after SX12.
Else, ask SX11.*

SX11. [Do you/Does (PERSON)] go to a public or a private school?

PUBSCH1-PUBSCH16

PUBLIC	1
PRIVATE	2

If SX9 or SX10 = N, T, or K or SX7 = 1 and AGE ≥16 (person enrolled in nursery school or kindergarten or age 16 or older and currently enrolled in school), then ask SX12. Else, go to first box after SX12.

SX12. [Are you/Is (PERSON)] now enrolled in school full time or part time?

FULTIM1-FULTIM16

FULL TIME	1
PART TIME	2

*Ask SX7 to SX12 for next person enrolled in school.
After last person, go to next box.*

If AGE ≥ 16 and SX7 and SX8 = 2 or SX9 or SX10 = 15, 16, or 17 (person age 16 and older who is not currently enrolled in grade/equivalent 12 or below, ungraded elementary or secondary, or special education), then ask SX13 to SX15. Else, go to first box after SX14.

SX13. [Now I have a few questions about (you/you and the other adults(s) in your household).] What is the highest grade or year of school that [you/(ADULT)] completed?

GRADE1-GRADE16
GRAD1_1-GRAD1_16
GRAD2_1-GRAD2_16

UP TO 8TH GRADE	1	(ENTER ACTUAL GRADE, go to SX14)
9TH TO 11TH GRADE	2	(ENTER ACTUAL GRADE, go to SX14)
12TH GRADE BUT NO DIPLOMA	3	(GO TO SX14)
HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO SX15)
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5	(GO TO SX14)
VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO SX14)
SOME COLLEGE BUT NO DEGREE	7	(GO TO SX14)
ASSOCIATE'S DEGREE	8	(GO TO BOX AFTER SX14)
BACHELOR'S DEGREE	9	(GO TO BOX AFTER SX14)
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	(GO TO BOX AFTER SX14)
MASTER'S DEGREE (MA, MS)	11	(GO TO BOX AFTER SX14)
DOCTORATE DEGREE (PHD, EDD)	12	(GO TO BOX AFTER SX14)
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO BOX AFTER SX14)

SX14. [Do you/Does (ADULT)] have a high school diploma or its equivalent, such as a GED?

SDIPL1-SDIPL16

YES	1
NO	2

Ask SX13 to SX14 for next person age 16 and older who is not currently enrolled in grade 12 or below, ungraded elementary or secondary, or special education. After last person, go to next box.

If AGE ≥16 (person age 16 or older), then ask SX15. After last person, go to SX16.

SX15. What is [your/(ADULT'S)] marital status? [VERIFY IF KNOWN.]

MARITL1-MARITL16

MARRIED/REMARRIED	1
SEPARATED	2
DIVORCED	3
WIDOWED	4
NEVER MARRIED	5

SX16. Not counting the Reserves or National Guard, (are you/is any member of your household) currently serving on active duty in the U.S. Armed Forces?

XHHACTV

YES	1	(GO TO BOX)
NO	2	(GO TO SX17)

> *If SX16 = 1 (on active duty) and respondent is the only adult in the household, autocode SX16OV to respondent's person number. Else, go to SX16OV.*

SX16OV. (Who is that?) [DISPLAY HOUSEHOLD MEMBERS WITH AGE >= 16. CODE ALL THAT APPLY. IF RESPONDENT IS THE ONLY HOUSEHOLD MEMBER, CODE THE PERSON NUMBER OF THE RESPONDENT.]

ACTVDU1-
ACTVDU16

PERSON NUMBER	☐☐	(INELIGIBLE)

SX17. (Were you/Was everyone in your household) born in this country, that is, in one of the 50 States or the District of Columbia?

XHHBORN

YES	1	(AUTOCODE SX19 = 1 AND GO TO SX18)
NO	2	(GO TO BOX)

SX18. (Did you/Did every member of your household) learn English as (your/their) first language?

XHHLANG

YES	1	(AUTOCODE SX20 = 1 AND GO TO 1ST BOX AFTER SX20)
NO	2	(GO TO BOX)

> *If SX17 = 2 (not every household member was born in the U.S.), then ask SX19 for each person in the household; also ask SX20 for each person where AGE >= 3 (age 3 or older). If SX17 = 1 (every household member was born in the U.S.), autocode SX19 = 1 (every household member was born in the U.S.). If SX18 = 2 (not every household member learned English as their first language), ask SX20 for each person where AGE >= 3 (age 3 or older). If SX18 = 1 (every household member learned English as their first language), autocode SX20 = 1 (every household member learned English as their first language), for each person where AGE >= 3 (age 3 or older).*

SX19. In what country [were you/was (PERSON)] born?

BORNUS1- ***BORNUS16***	50 STATES OR THE DISTRICT OF COLUMBIA	1
	U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS	2
TERROS1/R	(SPECIFY)________________	
	SOME OTHER COUNTRY	3
CONTOS2/R	(SPECIFY)________________	

SX20. What was the first language [you/(PERSON)] learned to speak?

LANG1- ***LANG16***	ENGLISH	1	
	SPANISH	2	
	SPANISH AND ENGLISH EQUALLY	3	
	OTHER LANGUAGE	91	
***LANGOS*/R**	(SPECIFY)____________________		

Ask SX21 and SX22 for each person. After last person, go to first box after SX22 (Sampling Point).

SX21. [Are you/Is (PERSON)] ....
[IF R GIVES RACE AND ALSO SAYS HE/SHE IS OF HISPANIC ORIGIN, CODE RACE HERE.]

RACE1- ***RACE16***	White	1	(GO TO SX22)
	Black	2	(GO TO SX22)
	American Indian or Alaskan Native	3	(GO TO SX22)
	Asian or Pacific Islander, or	4	(GO TO SX22)
	Some other race?	5	(GO TO SX21A)

SX21A. [CODE RESPONSE IF SX21 = 5.]

OTHRAC1- ***OTHRAC16***	HISPANIC/LATINO/MEXICAN/SPANISH/ PUERTO RICAN	1	(AUTOCODE SX22 = 1 AND GO TO BOX AFTER SX22)
	MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL	2	
	OTHER	91	
***RACEOS*/R**	(SPECIFY)____________________		

SX22. [Are you/Is (PERSON)] of Hispanic origin?

HISPAN1- ***HISPAN16***	YES	1
	NO	2

Sampling Point:
Select children and adults for extended interviews.
If any children are selected, go to next box.
If adults only are selected, go to second box after SX24.
If no one is selected, go to LINTRO.

Ask SX23 and SX24 for each sampled child. If there is only one household member, other than the sampled child, who is at least 12 years older than that child, autocode SX23 to this adult. If the sampled child is the only or oldest person in the household, go to LINTRO.

SX23. We would like to ask some questions about (your/(CHILD)'s) (care and) education.

* [IF SCREENER RESPONDENT IS OBVIOUSLY CHILD'S MOTHER, ASK: Are you (CHILD)'s mother? IF YES, ENTER HER PERSON NUMBER.]

[IF SCREENER RESPONDENT MIGHT NOT BE CHILD'S MOTHER, ASK: Who is the parent or guardian in this household who knows the most about (your/(CHILD)'s) (care and) education?]

[DISPLAY HOUSEHOLD MEMBERS 16 YEARS OLD AND OLDER.]

PERSON NUMBER . . . . ☐☐

If person number at SX23 NE person number of sampled child, ask SX24 for each sampled child, and then go to HHSELECT screen to select interview. If person number at SX23 = person number of sampled child, display household members at least 12 years older than the sampled child and ask SX24 for each household member listed. The respondent for the parent interview will be selected in the following order of relationship: mother, father, grandmother, aunt, sister, grandfather, uncle, brother, cousin, other relative (but not husband/wife), or nonrelative (but not boyfriend/girlfriend). If no household member is so designated, the sampled child is ineligible; go to LINTRO. If a respondent for the parent interview is selected, go to HHSELECT screen to select interview.

SX24. What is [your/(CAREGIVER'S)/(PERSON'S)] relationship to [(CHILD)/you]? [VERIFY IF KNOWN]

*

MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)	1
FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)	2
BROTHERS, INCLUDING STEP, ADOPTED, AND FOSTER	3
SISTERS, INCLUDING STEP, ADOPTED, AND FOSTER	4
GRANDPARENT	5
AUNT	6
UNCLE	7
COUSIN	8
OTHER RELATIVE/GUARDIAN (BUT NOT HUSBAND/WIFE)	9
NONRELATIVE/GUARDIAN (BUT NOT BOYFRIEND/GIRLFRIEND)	10
HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND	11

If SX24 = 5 (grandparent) use that person's sex with SX24 to set RELATION and drive displays.
If SX24 = 11 (husband/wife/boyfriend/girlfriend), code case ineligible and go to LINTRO.

BEST COPY AVAILABLE

If sampled adult is not the screener respondent and SX7 = 1 and SX9 = 15, 16, 17 (enrolled in college, graduate school or vocational/technical school after high school) for that person, ask SX25. Else, go to HHSELECT (Adult CI extended interview).

SX25. Is (ADULT) living there, in student housing, or somewhere else?

*	HERE	1	(GO TO HHSELECT)
	STUDENT HOUSING [This includes all housing owned, sponsored, or leased by the school such as a dormitory or fraternity or sorority house.]	2	(GO TO SX26)
	OTHER PRIVATE HOME OR APARTMENT	3	(INELIGIBLE, GO TO LINTRO)
	INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.]	4	(INELIGIBLE, GO TO LINTRO)

SX26. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to do a brief interview about activities related to civic involvement?

* LAST NAME____

* PHONE____

1996 Topical Component: Household Public Library Usage

LINTRO. (These next questions are about/We are interested in) public libraries. This does not include school or college libraries, or special research libraries.

L1. About how far would you say it is from your home to the closest public library? Would you say...

LDISTANC	Less than 1 mile,	1
	1 or 2 miles,	2
	3 to 5 miles,	3
	6 to 10 miles, or	4
	More than 10 miles?	5

L2. People use public libraries in a number of ways. In the past month, that is, since (MONTH) (DAY), has any member of your household used a public library in the following ways? How about...

			YES	NO
LVISIT1	a.	Going to a public library to borrow or drop off books or tapes?	1	2
LVISIT2	b.	Going to a public library for any other purpose, such as a lecture or story hour, or to use their equipment?	1	2
LCOMP	c.	Using a home computer to link to a public library?	1	2
LPHONE	d.	Calling the public library to renew books or for information other than library hours or directions?	1	2
LMATLS	e.	Having library materials mailed or delivered to your home?	1	2
LMOBILE	f.	Visiting a bookmobile?	1	2

If L2a through L2f = 2 (no use of public libraries), ask L3. Else, go to L4.

L3. Has anyone in your household used a public library in any of those ways in the past year?

LYRUSE

YES	1	(GO TO BOX AFTER L4PROBE)
NO	2	(GO TO BOX AFTER L4PROBE)

L4. In the past month, that is since (MONTH) (DAY), has any member of your household used a public library (or bookmobile) for the following purposes? How about...

			YES	NO
LSCHOOL	a.	For a school or class assignment?	1	2
LKIDSACT	b.	A program or activity designed for children age 6 to 12?	1	2
LKIDBOOK	c.	An activity for children under 6, such as story hour or other introduction to books and reading?	1	2
LRECR	d.	For enjoyment or hobbies, including to borrow books or tapes or attend activities?	1	2
LJOBHELP	e.	To get information to help find a job?	1	2
LWORK	f.	For a work assignment or to keep up to date at work?	1	2
LCONSUME	g.	To get information for personal use, such as consumer or health issues, investments, and so on?	1	2
LLRNREAD	h.	To work with a tutor or take a class to learn to read?	1	2

If any L2a-f = 1 and all L4a-h = 2 (R reported any household use of public libraries and answered no to all purposes of library use), ask L4PROBE. Enter response at L4 and set L4FLAG = 1. Else, go to box after L4PROBE.

L4PROBE. Earlier I recorded that someone in your household had used library or bookmobile services in the past month. What was the purpose for using the library or bookmobile?

L4FLAG[1]

[IF BORROWING BOOKS/TAPES, PROBE: Was that for school, for work, for enjoyment, or something else? What? RECORD SPECIFIC PURPOSE.]

SCHOOL ASSIGNMENT	1
PROGRAM/ACTIVITY FOR CHILDREN AGE 6 TO 12	2
ACTIVITY FOR CHILDREN UNDER 6	3
ENJOYMENT OR HOBBIES	4
INFORMATION TO HELP FIND JOB	5
WORK ASSIGNMENT/KEEP UP TO DATE AT WORK	6
INFORMATION FOR PERSONAL USE/CONSUMER/HEALTH/INVESTMENTS	7
TAKE CLASS/USE TUTOR TO LEARN TO READ	8
OTHER SPECIFY	91

If library items are administered before matrix, go to PRE_S6. If library items are administered in the Parent Interview, go to SX27.

Household Characteristics

SX27. Now a few more questions about your household. Do you...

HOWNHOME	Own your home,	1
	Rent your home, or	2
	Have some other arrangement?	3

SX28. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

HOTHNUM	YES	1	(GO TO SX29)
	NO	2	(GO TO SX30)
	NOT MY NUMBER [RECORD NUMBER IN COMMENTS]	3	(GO TO SX30)

SX29. How many of these additional telephone numbers are for home use?

HNUMUSE	NUMBER	☐☐

SX30. So that we can group households geographically, may I have your ZIP code?

***STFZIP*/R**	ZIP CODE	☐☐☐☐☐

SX31. Which of these best describes the community where you live? Is it...

HCCOMMUN	A rural or farming community,	1
	A suburb of a city,	2
	A small city or town of fewer than 50,000 people, or	3
	A city of 50,000 people or more?	4

---

[1] L4Flag = 1 if L4PROBE = 1 to 8

If SX31 = 2 (suburb), go to SX31OV. Else, if SX31 = 4 (city of 50,000 people or more), go to SX31OV2. Else, go to box after SX31OV2.

SX31OV. Is it a suburb of...

HCSUB

A city with over 500,000 people,	1	(GO TO BOX AFTER SX31OV2)
A city with 100,000 to 500,000, or	2	(GO TO BOX AFTER SX31OV2)
A city with 50,000 to 100,000?	3	(GO TO BOX AFTER SX31OV2)

SX31OV2. Is it ...

HCCITY

A city with over 500,000 people,	1
A city with 100,000 to 500,000, or	2
A city with 50,000 to 100,000?	3

Ask SX32 if NUMKID20 (number of children age 20 or younger) >= 1. Else, go to SX33.

SX32. In the past 12 months, has your family received funds or services from any of the following programs? How about...

			YES	NO
HWIC	a.	Women, Infants, and Children, or WIC?	1	2
HFOODST	b.	Food Stamps?	1	2
HAFDC	c.	AFDC, or Aid to Families with Dependent Children?	1	2

SX33. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

HINCMRNG

$25,000 or less, or	1	(READ SET 1)
More than $25,000?	2	(READ SET 2)

Was it...

HINCOME

[SET 1]

$5,000 or less	1
$5,001 to $10,000	2
$10,001 to $15,000	3
$15,001 to $20,000, or	4
$20,001 to $25,000?	5

[SET 2]

$25,001 to $30,000	6
$30,001 to $35,000	7
$35,001 to $40,000	8
$40,001 to $50,000	9
$50,001 to $75,000, or	10
Over $75,000?	11

Ask SX33OV if
(Number in HH = 2 and HINCOME < = 2) or
(Number in HH = 3 and HINCOME < = 3) or
(Number in HH = 4 and HINCOME < = 3) or
(Number in HH = 5 and HINCOME < = 4) or
(Number in HH = 6 and HINCOME < = 4) or
(Number in HH = 7 and HINCOME < = 5) or
(Number in HH = 8 and HINCOME < = 5) or
(Number in HH = 9 and HINCOME < = 6) or
(Number in HH = 10 and HINCOME < = 6) or
(Number in HH = 11 and HINCOME < = 7) or
(Number in HH = 12 and HINCOME < = 7).
Else, go to THANK2.

SX33OV. What was your total income last year, to the nearest thousand?
HINCMEXT

AMOUNT . . . . $☐☐,☐☐☐

THANK1. Thank you, but we are only interviewing in private residences.

THANK2. Those are all the questions I have about your household. Thank you for your time.

NHES:96 Parent and Family Involvement in Education and Civic Involvement Interview

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NHES:96 Parent and Family Involvement in Education and Civic Involvement Interview

INTRO. [READ DISPLAY IF RESPONDENT WAS NOT SCREENER RESPONDENT:] [Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. (We are conducting a voluntary and confidential study about the educational experiences of children./We are also interested in how children learn about their communities and government.)] I'd like to talk with you now about (CHILD). These questions usually take about 20 minutes.

Demographic Characteristics [Path = All]

PA1. [Before we begin, I'd like to confirm (his/her) age.] In what month and year was (CHILD) born?

MONTH ( ) YEAR ( )

CDOBMM	1	JANUARY	7	JULY
CDOBYY	2	FEBRUARY	8	AUGUST
	3	MARCH	9	SEPTEMBER
	4	APRIL	10	OCTOBER
	5	MAY	11	NOVEMBER
	6	JUNE	12	DECEMBER

Calculate AGE95 = child's age on December 31, 1995. Calculate current age for display in PA2. If current age does not match screener age or birth month is current month, ask PA2. Else, go to PA3.

PA2. That would mean that (CHILD) [is (AGE)/turns (AGE) this month]. Is that right?

	YES	1	(GO TO PA3)
AGECONF	NO	2	(RETURN TO PA1)

If AGE95 < 3 or > 20, go to CLOSE1. Else, go to next box.

If SX18 = 1 (every member of household learned English as first language) and R is Screener R, autocode PA3 = 1 and PA4 = 1 and go to PAINTRO. Else, ask PA3.

PA3. What language does (CHILD) speak most at home?

	ENGLISH	1
CSPEAK	SPANISH	2
	SPANISH AND ENGLISH EQUALLY	3
	ANOTHER LANGUAGE	91
CSPEAKOS/R	SPECIFY______________________________	
	CHILD DOESN'T SPEAK	4

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.

Ask PA4 only 1 time per respondent.

PA4. How about you? What language do you speak most at home?

	ENGLISH	1	
RESSPEAK	SPANISH	2	
	SPANISH AND ENGLISH EQUALLY	3	
	ANOTHER LANGUAGE	91	
RESSPEOS/R	SPECIFY ____________________		

If the respondent is the child's mother/father, copy SX24 to PA5 and ask PA6/PA7, then ask PA5 for every other household member. If respondent is not the child's mother/father, copy SX24 to PA5 and ask PA5 for every other household member. Else, for Screener R, copy SX24 to PA5.

PAINTRO. Now I'd like to ask how the people in your household are related to (CHILD).

PA5. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]
How is (PERSON) related to (CHILD)?

	MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)	1	(GO TO PA6)
RELATN1-RELATN15	FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)	2	(GO TO PA7)
	BROTHERS, INCLUDING STEP, ADOPTED, AND FOSTER	3	(GO TO FIRST BOX AFTER PA7)
	SISTERS, INCLUDING STEP, ADOPTED, AND FOSTER	4	(GO TO FIRST BOX AFTER PA7)
	GRANDPARENT	5	(GO TO FIRST BOX AFTER PA7)
	AUNT	6	(GO TO FIRST BOX AFTER PA7)
	UNCLE	7	(GO TO FIRST BOX AFTER PA7)
	COUSIN	8	(GO TO FIRST BOX AFTER PA7)
	OTHER RELATIVE/GUARDIAN (BUT NOT HUSBAND/WIFE)	9	(GO TO FIRST BOX AFTER PA7)
	NONRELATIVE/GUARDIAN (BUT NOT BOYFRIEND/GIRLFRIEND)	10	(GO TO FIRST BOX AFTER PA7)
	HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND	11	(GO TO FIRST BOX AFTER PA7)

PA6. [Are you/Is (PERSON)] (CHILD)'s...

	Birth mother,	1
MOMTYPE	Adoptive mother,	2
	Stepmother, or	3
	Foster mother?	4

PA7. [Are you/Is (PERSON)] (CHILD)'s...

	Birth father,	1
DADTYPE	Adoptive father,	2
	Stepfather, or	3
	Foster father?	4

Ask PA5 for next household member. If last household member, go to next box.

If RELATION = 5 (grandparent in household), use sex of grandparent to drive displays and go to next box.
Else, go to next box.

Set HHMOM:
1 = birth/adoptive mother in household.
2 = step or foster mother.
3 = no mom and no dad, female R.
4 = else.
Set HHDAD:
1 = birth/adoptive father in household.
2 = step or foster father.
3 = no mom and no dad, male R.
4 = else.

Current School Status

If respondent is screener respondent, copy SX7 for child to PB1, SX8 to PB2, SX8A to PB3, SX9 to PB4, SX10 to PB5, and go to box after PB5. Else, ask PB1.

PB1. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) (school/nursery school, kindergarten, or school)?

	YES	1	(GO TO BOX)
ENROLL	NO	2	(GO TO BOX)

If AGE95 >= 18, code PB2 = 2 (not in home school), and go to PB4. Else, if AGE95 >= 5 and <= 17, ask PB2. Else, if AGE95 = 3 to 4 and PB1 = 1 (enrolled), go to PB4. Else, if AGE95 = 3 to 4 and PB1 = 2 (not enrolled) go to 1st box after PB9.

PB2. Some parents decide to educate their children at home rather than sending them to school. Is (CHILD) being schooled at home?

	YES	1	(GO TO PB3)
HOMESCHL	NO	2	(GO TO BOX)

PB3. So (CHILD) is being schooled at home instead of at school?

	YES	1	(GO TO PB5)
	NO	2	(RECODE PB2 = 2 AND GO TO BOX)

If PB1 = 1 (enrolled) and PB2 = 2 (not in home school), ask PB4.
Else, if AGE95 = 5 or 6 and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school), go to first box after PB9.
Else, if AGE95 >= 7 and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school), go to CLOSE1.

PB4. What grade or year is (CHILD) attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

GRADE

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART	N	(GO TO BOX AFTER PB5)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX AFTER PB5)
KINDERGARTEN	K	(GO TO BOX AFTER PB5)
PREFIRST GRADE (AFTER K)	P	(GO TO BOX AFTER PB5)
FIRST GRADE	1	(GO TO BOX AFTER PB5)
SECOND GRADE	2	(GO TO BOX AFTER PB5)
THIRD GRADE	3	(GO TO BOX AFTER PB5)
FOURTH GRADE	4	(GO TO BOX AFTER PB5)
FIFTH GRADE	5	(GO TO BOX AFTER PB5)
SIXTH GRADE	6	(GO TO BOX AFTER PB5)
SEVENTH GRADE	7	(GO TO BOX AFTER PB5)
EIGHTH GRADE	8	(GO TO BOX AFTER PB5)
NINTH GRADE/FRESHMAN	9	(GO TO BOX AFTER PB5)
TENTH GRADE/SOPHOMORE	10	(GO TO BOX AFTER PB5)
ELEVENTH GRADE/JUNIOR	11	(GO TO BOX AFTER PB5)
TWELFTH GRADE/SENIOR	12	(GO TO BOX AFTER PB5)
ABOVE TWELFTH GRADE	13	(GO TO CLOSE1)
UNGRADED	U	(GO TO PB5)
SPECIAL EDUCATION	S	(GO TO PB5)

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

PB5. What grade would (CHILD) be in if (he/she) were attending [school/a school with regular grades]? [PROBE FOR T OR P: Is that before or after kindergarten?]

	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART	N	(GO TO BOX)
GRADEEQ	TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX)
	KINDERGARTEN	K	(GO TO BOX)
	PREFIRST GRADE (AFTER K)	P	(GO TO BOX)
	FIRST GRADE	1	(GO TO BOX)
	SECOND GRADE	2	(GO TO BOX)
	THIRD GRADE	3	(GO TO BOX)
	FOURTH GRADE	4	(GO TO BOX)
	FIFTH GRADE	5	(GO TO BOX)
	SIXTH GRADE	6	(GO TO BOX)
	SEVENTH GRADE	7	(GO TO BOX)
	EIGHTH GRADE	8	(GO TO BOX)
	NINTH GRADE/FRESHMAN	9	(GO TO BOX)
	TENTH GRADE/SOPHOMORE	10	(GO TO BOX)
	ELEVENTH GRADE/JUNIOR	11	(GO TO BOX)
	TWELFTH GRADE/SENIOR	12	(GO TO BOX)
	ABOVE TWELFTH GRADE	13	(GO TO CLOSE1)
	UNGRADED, NO EQUIVALENT	U	(GO TO BOX)

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

If (grade/equivalent > = 6 and < = 12) or (AGE95 > = 12 and PB5 (grade equivalent) = U) and the child was not sampled for a youth interview, sample the child for a youth interview. Else, if (grade/equivalent = N, T, K, or P) or (grade/equivalent > = 1 and < = 5) or [(AGE95 > = 3 and < = 11) and PB5 (grade equivalent) = U] and the child was sampled for a youth interview, do not sample the child for a youth interview (code youth interview IY).

If AGE95 > = 5 and PB2 = 1 (home school) and PB5 (grade equivalent) = N, go to first box after PB9. Else, if AGE95 = 3 or 4 and PB1 = 1 (enrolled), go to first box after PB9. Else, if PB2 = 1 (home school), ask PB6. Else, go to PB7.

PB6. Has (CHILD) ever attended a public or private school other than home school?

EVRSCHL	YES	1	(GO TO BOX AFTER PB7)
	NO	2	(GO TO PB9)

PB7. Since turning 5 years old, has (CHILD) ever been schooled at home instead of attending a public or private school for kindergarten (or any grade)?

	YES	1	(GO TO BOX)
EVRHOME	NO	2	(GO TO 1ST BOX AFTER PB9)

If PB6 = 1 (ever attended a school) or PB7 = 1 (ever home schooled), ask PB8. Else, go to first box after PB9.

PB8. Including this year, for which grades has (CHILD) been schooled at home for all or part of the year?
[DISPLAY GRADES THROUGH CHILD'S CURRENT GRADE]
[CODE ALL THAT APPLY]

HOMET	TRANSITIONAL KINDERGARTEN (BEFORE K)	T
HOMEK	KINDERGARTEN	K
HOMEP	PREFIRST GRADE (AFTER K)	P
HOME1	FIRST GRADE	1
HOME2	SECOND GRADE	2
HOME3	THIRD GRADE	3
HOME4	FOURTH GRADE	4
HOME5	FIFTH GRADE	5
HOME6	SIXTH GRADE	6
HOME7	SEVENTH GRADE	7
HOME8	EIGHTH GRADE	8
HOME9	NINTH GRADE/FRESHMAN	9
HOME10	TENTH GRADE/SOPHOMORE	10
HOME11	ELEVENTH GRADE/JUNIOR	11
HOME12	TWELFTH GRADE/SENIOR	12

PB9. What are the main reasons you decided to school (CHILD) at home?
[CODE ALL THAT APPLY.]

HSRELIGN	RELIGIOUS REASONS	1
HSBETTER	CAN GIVE CHILD A BETTER EDUCATION AT HOME	2
HSOBJECT	OBJECT TO WHAT SCHOOL TEACHES	3
HSENVIRN	POOR LEARNING ENVIRONMENT AT SCHOOL	4
HSCHALNG	SCHOOL DOES/DID NOT CHALLENGE CHILD	5
HSPRIVAT	WANT PRIVATE SCHOOL BUT CANNOT AFFORD IT	6
HSDESIRE	COULD NOT GET INTO A DESIRED SCHOOL	7
HSILL	CHILD HAS TEMPORARY ILLNESS	8
HSDISABL	CHILD HAS SPECIAL NEEDS/DISABILITY	9
HSCAREER	PARENT'S CAREER	10
HSAGE	*CHILD NOT OLD ENOUGH FOR GRADE/TO ENTER SCHOOL*	11
HSBEHAV	*STUDENT BEHAVIORAL PROBLEMS*	12
HSCHAR	*TO DEVELOP CHARACTER/MORALITY*	13
HSSCPROB	*PROBLEM WITH AVAILABLE PUBLIC/PRIVATE SCHOOLS*	14
HSFAMLY	*FAMILY REASONS*	15
HSTRAN	*TRANSPORTATION/DISTANCE/CONVENIENCE*	16
HSOTHER	OTHER________________________	91
HSOTHEOS/R		

Set FIPATH:

N = *[(AGE95 > = 3 and AGE95 < = 6) and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school)] or [PB4/PB5 (grade/equivalent) = N] or [PB5 (grade equivalent) = U and AGE95 = 3 or 4] (preschoolers)*

E = *[PB4/PB5 (grade/equivalent) = T, K, P (kindergarten) or 1, 2, 3, 4, or 5 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 > = 5 and < = 11 and PB2 NE1 (not in home school)] (elementary)*

M = *[PB4/PB5 (grade/equivalent) = 6, 7, or 8 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 = 12 or 13 and PB2 NE 1 (not in home school)] (middle school/junior high)*

S = *[PB4/PB5 (grade/equivalent) = 9, 10, 11, or 12 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 > = 14 and PB2 NE 1 (not in home school)] (upper school/senior high)*

H = *AGE95 > = 5 and PB2 = 1 (home school) and PB5 (grade equivalent) NE N (home schoolers)*

IF FIPATH = H, go to box after PD12. Else, if FIPATH = N, ask PC1. Else, go to PDINTRO.

Head Start/Center-based Programs [Path = N]

PC1. Is (CHILD) now attending Head Start?

	YES	1	(GO TO BOX AFTER PC3)
NHSNOW	NO	2	(GO TO PC2)

PC2. [IF PROGRAM ALREADY KNOWN, VERIFY BY SAYING: I think you told me earlier that (CHILD) was attending a program. Let me just confirm...]
Is (CHILD) now attending a day care center, nursery school, preschool, or prekindergarten?

NCBNOW	YES	1	(GO TO PC3)
	NO	2	(GO TO BOX AFTER PD12)

PC3. Does (CHILD) attend one day care center, nursery school, preschool, or prekindergarten program or more than one program?

	ONE	1
NNUMPROG	MORE THAN ONE	2

If PC1 = 1 (child in Head Start) or PC3 = 1 (attends one program), go to PCINTRO. Else, if PC3 = 2 (more than one program), go to PCINTRO and ask about the program where child spends the most time.

PCINTRO. I'm going to ask you some questions about (CHILD)'s (Head Start program/the program (CHILD) goes to). (I'd like you to answer for the program where (he/she) spends the most time.)

If PC1 = 1 (child in Head Start), go to PC5. Else, ask PC4. Else, if respondent has already given you the name of the program in PB1 (school enrolled) or PC2 (attendance at center-based program) and PC3 = 1 (child attends one program), code PC4 and go to PC5.

PC4. [IF PROGRAM NAME ALREADY KNOWN, CODE PC4 AND GO TO NEXT QUESTION.]
First, would you call (it/the program where (CHILD) spends the most time)...

	A day care center,	1
NTYPE	A nursery school,	2
	A preschool,	3
	A prekindergarten, or	4
	Something else?	5
NTYPEOS/R	(SPECIFY)________________	

PC5. How many hours each week does (CHILD) attend the (Head Start program/PROGRAM)?

NHRS HOURS . . . . ☐☐ (GO TO BOX AFTER PDINTRO)

Preschool or School Characteristics [Path = N (attending Head Start or a center-based program), E, M, S]

PDINTRO. Now let's talk about the school (CHILD) goes to (now).

If this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (two sampled children go to the same school and respondent is the same for both children)and [RACE for CHILD1 and CHILD2 = 1 or 5 (white or other) and HISPANIC for CHILD1 and CHILD2 = 1 (Hispanic)], or [RACE for CHILD1 and CHILD2 = 1 (white) and HISPANIC = 2 for CHILD1 and CHILD2 (not Hispanic, refused, don't know)], or [RACE for CHILD1 and CHILD2 is the same (race is the same for both children) and equal to 2, 3, or 4 (black, American Indian or Alaskan Native, Asian or Pacific Islander)], or [RACE for CHILD1 and CHILD2 = 5 (other) and HISPANIC for CHILD1 and CHILD2 = 2 (not Hispanic, refused, or don't know)], copy CHILD1's information to CHILD2's record for questions PD1 through PD10 and go to box after PD10. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school and respondent is the same for both children), copy CHILD1's information to CHILD2's record for questions PD1 through PD9 and go to PD10. Else, go to next box.

If respondent is screener respondent and (FIPATH = E, M, or S) or (FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program), copy SX11 for child to PD1 and go to box after PD1. Else, if (FIPATH = E, M, or S) or (FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program) and respondent is not the screener respondent, ask PD1.

PD1. Does (CHILD) go to a public or private (school/Head Start program/PROGRAM)?

PUBLIC 1
SPUBLIC PRIVATE 2

If FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program), ask PD2. Else, if FIPATH = E, M, or S, and PD1 = 1 (public school), ask PD3. Else, if FIPATH = E, M, or S, and PD1 = 2 (private school), go to PD4.

PD2. Is (CHILD's) (Head Start program/program) run by a government agency, such as your local school district?

YES . . . . 1 (GO TO PD6)
SGOVT NO . . . . 2 (GO TO PD6)

PD3. Is it (his/her) regularly assigned school or a school that you chose?

ASSIGNED . . . . 1 (GO TO PD7)
SCHOICE CHOSEN . . . . 2 (GO TO PD7)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE . . . . 3 (GO TO PD7)

PD4. Is the school church-related or not church-related?

CHURCH-RELATED . . . . 1 (GO TO PD5)
SRELGON NOT CHURCH-RELATED . . . . 2 (GO TO PD7)

PD5. Is it a Catholic school?

YES . . . . 1 (GO TO PD7)
SCATHLIC NO . . . . 2 (GO TO PD7)

PD6. Is (CHILD)'s [Head Start program/(PROGRAM)] in a school that also has kindergarten or first grade or other grades?

YES . . . . 1 (GO TO PD8)
SOTHGRAD NO . . . . 2 (GO TO PD10)

PD7. What is the lowest grade taught at (CHILD)'s school?

	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART	N
SLOW	TRANSITIONAL KINDERGARTEN (BEFORE K)	T
	KINDERGARTEN	K
	PREFIRST GRADE (AFTER K)	P
	FIRST GRADE	1
	SECOND GRADE	2
	THIRD GRADE	3
	FOURTH GRADE	4
	FIFTH GRADE	5
	SIXTH GRADE	6
	SEVENTH GRADE	7
	EIGHTH GRADE	8
	NINTH GRADE/FRESHMAN	9
	TENTH GRADE/SOPHOMORE	10
	ELEVENTH GRADE/JUNIOR	11
	TWELFTH GRADE/SENIOR	12

PD8. What is the highest grade taught at [(this school)/(CHILD)'s school)]?

	TRANSITIONAL KINDERGARTEN (BEFORE K)	T
SHIGH	KINDERGARTEN	K
	PREFIRST GRADE (AFTER K)	P
	FIRST GRADE	1
	SECOND GRADE	2
	THIRD GRADE	3
	FOURTH GRADE	4
	FIFTH GRADE	5
	SIXTH GRADE	6
	SEVENTH GRADE	7
	EIGHTH GRADE	8
	NINTH GRADE/FRESHMAN	9
	TENTH GRADE/SOPHOMORE	10
	ELEVENTH GRADE/JUNIOR	11
	TWELFTH GRADE/SENIOR	12

If FIPATH = E, M, or S, ask PD9. Else, go to PD10.

PD9. Approximately how many students are enrolled in (CHILD)'s school? Would you say...
[IF RESPONDENT SAYS "DON'T KNOW," ASK: Do you know the number in (his/her) grade?]

	Under 300,	1	(GO TO PD10)
SNUMSTUD	300-599,	2	(GO TO PD10)
	600-999, or	3	(GO TO PD10)
	1,000 or more?	4	(GO TO PD10)
	NUMBER OF STUDENTS IN GRADE GIVEN	91	(GO TO PD9OV)

PD9OV. NUMBER OF STUDENTS IN GRADE .... ☐☐☐☐
SNUMGRAD

PD10. Approximately what percent of the (students/children) at (CHILD)'s (school/Head Start program/PROGRAM) are (white but not Hispanic/black/Hispanic/American Indian or Alaska Native/Asian or Pacific Islander/the same race or ethnic background as (CHILD))? Would it be...

SETHNIC

Less than 25 percent,	1
25 to 75 percent, or	2
More than 75 percent?	3
CHILD IS IN HOME-BASED HEAD START	4

If FIPATH = E, M, or S, ask PD11. Else, go to box after PD11.

PD11. Since the beginning of this school year, has (CHILD) been in the same school?

SSAMEFAL

YES	1
NO	2

If this is the interview for CHILD2 and FIPATH = N, recode PD12 = -1 for CHILD1's interview and go to box after PD12. Else, if this is the interview for CHILD2 and FIPATH NE N, go to box after PD12. Else, if this is the interview for CHILD1 and 2 children are sampled in the same household and FIPATH for CHILD1 NE N, check grade of CHILD1 against grade of CHILD2 from SX9 or SX10 and SPUBLIC of CHILD1 against XPUBL of CHILD2 (whether both children go to public schools). If it is possible from responses PD7 and PD8 for CHILD1 that CHILD2 attends the same school and the respondents for both interviews are the same, ask PD12. If not possible, autocode PD12 = -1 and go to box after PD12.

PD12. Does (CHILD1) go to the same school as (CHILD2)?

SSAME

YES	1
NO	2

If FIPATH = H and [PB4/PB5 (grade/equivalent) = 6 through 12] or [PB5 (grade equivalent) = U and AGE95 >= 12], go to PE10. Else, if FIPATH = H and [PB4/PB5 (grade/equivalent) = T, K, P, or 1 through 5] or [PB5 (grade equivalent) = U and AGE95 >= 5 and <= 11], go to PIINTRO. Else, if FIPATH = N and [PC1 = 2 and PC2 = 2 (child not in center-based care)], go to box before PH1. Else, go to PEINTRO.

Student Experiences [Path = N (center-based), E, M, S]

PEINTRO. Now I have a few questions about (CHILD)'s experiences (this school year/since September at (his/her) current school) [in Head Start/at (PROGRAM)].

If FIPATH = N, go to PE5. Else, if grade/equivalent = T, K, or P or (PB4 (grade equivalent) = U and AGE95 < = 6), go to PE6. Else, go to next box.

If this is the interview for CHILD1 or [the interview for CHILD2 and PD12 = 1 in CHILD1's interview (two children attend the same school) and (grade/equivalent) = T, K, or P for CHILD1 or (PB5 (grade equivalent) = U and AGE95 < = 6 for CHILD1)], ask PE1a-g. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, ask PE1a-d and PE1f and PE1g and copy response for CHILD1 to PE1e for CHILD2. Else, ask PE1a-g.

PE1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

(YA8 a-e)[2]

			SA	A	D	SD
SECHALNG	a.	(CHILD) is challenged at school [ACADEMICALLY]	1	2	3	4
SEENJOY	b.	(CHILD) enjoys school	1	2	3	4
SETEADIS	c.	(CHILD)'s teachers maintain good discipline in the classroom	1	2	3	4
SERESPCT	d.	In (CHILD)'s school, most students and teachers respect each other	1	2	3	4
SEPRIDIS	e.	The principal and assistant principal maintain good discipline at [(CHILD)'s school/my children's school]	1	2	3	4
SEWELCOM	f.	(CHILD)'s school welcomes my family's involvement with the school	1	2	3	4
SEEASY	g.	(CHILD)'s school makes it easy to be involved there	1	2	3	4

If PA4 = 2, 4, or 91 (respondent speaks another language than English), ask PE2. Else, go to PE3.

PE2. Is (CHILD)'s school understanding of the needs of families who don't speak English?

	YES	1
FSBLANG	NO	2

---

[2] Items with comparable questions on the youth interview show that item in parentheses.

PE3. Now I would like to ask you about (CHILD)'s grades during this school year. Overall, across all subjects, does (CHILD) get mostly...

	A's,	1	(GO TO PE6)
SEGRADES	B's,	2	(GO TO PE6)
	C's,	3	(GO TO PE6)
	D's,	4	(GO TO PE6)
	F's, or	5	(GO TO PE6)
	Does (CHILD)'s school not give these grades?	6	(GO TO PE4)

PE4. Would you describe (CHILD)'s work at school as...

	Excellent,	1	(GO TO PE6)
SEGRADEQ	Above average,	2	(GO TO PE6)
	Average,	3	(GO TO PE6)
	Below average, or	4	(GO TO PE6)
	Failing?	5	(GO TO PE6)

PE5. Since September, have any of (CHILD)'s care providers or teachers at (the Head Start program/PROGRAM) contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)] about any problems that (CHILD) was having there?

	YES	1	(GO TO PFINTRO)
SEPROBLM	NO	2	(GO TO PFINTRO)
	NO EXPERIENCE/NEWLY ENROLLED	3	(GO TO PFINTRO)

PE6. Have any of (CHILD)'s teachers or (his/her) school contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] about any behavior problems (he/she) is having in school this year?

	YES	1
SEBEHAVR	NO	2

PE7. Have any of (his/her) teachers or (his/her) school contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] about any problems (he/she) is having with school work this year?

SESCHLWR	YES	1
	NO	2

PE8. Since starting kindergarten, has (CHILD) repeated any grades?

SEREPEAT	YES	1	(GO TO PE9)
	NO	2	(GO TO BOX BEFORE PE10)

PE9. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]
[DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

SEREPTK	KINDERGARTEN	K
SEREPT1	FIRST GRADE	1
SEREPT2	SECOND GRADE	2
SEREPT3	THIRD GRADE	3
SEREPT4	FOURTH GRADE	4
SEREPT5	FIFTH GRADE	5
SEREPT6	SIXTH GRADE	6
SEREPT7	SEVENTH GRADE	7
SEREPT8	EIGHTH GRADE	8
SEREPT9	NINTH GRADE/FRESHMAN	9
SEREPT10	TENTH GRADE/SOPHOMORE	10
SEREPT11	ELEVENTH GRADE/JUNIOR	11
SEREPT12	TWELFTH GRADE/SENIOR	12

If FIPATH = N or E, go to PFINTRO. Else, ask PE10.

PE10. Do you think (CHILD) will...
[AT FIRST NO, GO TO BOX]

			YES	NO
SEAFTRHS	a.	Attend school after high school?	1	2
SECOLLEG	b.	Graduate from a 4-year college?	1	2

If FIPATH = H and PB6 = 2 (did not attend public or private school other than home school), go to PIINTRO. Else, ask PE11.

PE11. Has (CHILD) ever had an in- or out-of-school suspension or been expelled from school?

	YES	1	(GO TO PE12)
SESUSEXP	NO	2	(GO TO BOX AFTER PE12)

PE12. Has (CHILD) been...

			YES	NO
SESUSIN	a.	Suspended?	1	2
SEEXPEL	b.	Expelled?	1	2

If PE12a = 1 (suspended), ask PE12OV. Else, go to box after PE12OV.

PE12OV. Was that this school year?

SESUSINY	YES	1
	NO	2

If FIPATH = H, go to PIINTRO. Else, go to PFINTRO.

Family/School Involvement and School Practices [Path = N (center-based), E, M, S]

PFINTRO. Now I'd like to ask you about your family's involvement with (CHILD)'s [school/current school/Head Start program/(PROGRAM)].

If telephone number ends with an even number, ask PF1. Else, ask PF2.

PF1. Since (the beginning of this school year/September), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...
[IF YES AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/ foster father), did both of you, or did neither of you?]
[ELSE IF YES AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OF FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

		YES	NO	M	F	B	N	
FSMEETNG (FSMEETNP)	a. Attended a general (school/Head Start/PROGRAM) meeting, for example, (an open house), a back-to-school night or a meeting of a parent-teacher organization?	1	2	1	2	3	4	
FSATCNFN (FSCFNP)	b. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]?	1	2	1	2	3	4	
FSSPORT (FSSPORTP)	c. Attended a (school/Head Start/PROGRAM) or class event, such as a play, (or) sports event (or science fair) because of (CHILD)?	1	2	1	2	3	4	
FSVOLNTR (FSVOLNTP)	d. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee?	1	2	1	2	3	4	(GO TO PF3)

If any PF1a or b = 2 (did not go to a meeting), ask PF1OV.

PF1OV. Has (CHILD)'s (school/Head Start/PROGRAM) had this type of meeting (this school year/since September)?

FSHADMEE YES 1
FSHADCN NO 2

If FIPATH = N, ask a and c through f of PF2. Else, if FIPATH = E, M, or S, ask a, b, and d through f of PF2.

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PF2. Since (the beginning of this school year/September), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...
[IF YES AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father), did both of you, or did neither of you?]
[ELSE IF YES AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OF FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

		YES	NO	M	F	B	N
FSBAC ***(FSBACP)***	a. Attended (an open house or) a back-to-school night?	1	2	1	2	3	4
FSATTPTA ***(FSPTAP)***	b. Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization?	1	2	1	2	3	4
FSATTCOU ***(FSCOUP)***	c. Gone to a meeting of a parent advisory group or policy council?	1	2	1	2	3	4
FSATCNFN ***(FSCFNP)***	d. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]?	1	2	1	2	3	4
FSSPORT ***(FSSPORTP)***	e. Attended a (school/Head Start/PROGRAM) or class event, such as a play, (or) sports event (or science fair) because of child?	1	2	1	2	3	4
FSVOLNTR ***(FSVOLNTP)***	f. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee?	1	2	1	2	3	4

If any PF2a, b, c, or d = 2 (did not go to a meeting), ask PF2OV. Else, go to PF3.

PF2OV. Has (CHILD)'s (school/Head Start/PROGRAM) had this type of meeting this school year/since September)?

FSHADBAC
FSHADPTA
FSHADCOU
FSHADCN

YES 1
NO 2

PF3. (During this school year/since September), how many times have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] gone to meetings or participated in activities at (CHILD)'s school?

FSFREQ TIMES . . . . □□□

If FIPATH = N, go to PF5. Else, ask PF4.

School Practices

PF4. Some schools have written parent involvement agreements or learning compacts that say how parents and the school will share the responsibility for their children's education. Does (CHILD)'s (school/current school) have a written agreement like that?

YES 1
FSAGREE NO 2

PF5. We're also interested in times the (school/Head Start program/PROGRAM) contacted youhome without your having contacted them first. (During this school year/Since September), have any of (CHILD)'s teachers or (his/her) (school/current school/Head Start program/PROGRAM)... [IF YES, ASK: Have they done that one to two times or three or more times?]

			YES	NO		1-2 TIMES	3+ TIMES	HOME HS	
FSNOTES	a.	Sent your family personal notes?	1	2	|	1	2	3	***FSNOTEP***
FSMEMOS	b.	Provided newsletters, memos or notices addressed to all parents?	1	2	|	1	2	3	***FSMEMOP***
FSPHONE	c.	Called you on the phone?	1	2	|	1	2	3	***FSPHONEP***

If FIPATH = N or (grade equivalent = T, K, or P), and (AGE95 < = 5)], ask a through e of PF6. Else, if (grade/equivalent = 1 through 5) or [(grade equivalent = U) and (AGE95 > = 6 and < = 11)] or FIPATH = M, ask a through g of PF6. Else, if FIPATH = S, ask a through i of PF6.

If this is the interview for CHILD1, ask PF6 according to the instructions in the box above. Else, if this is the interview for CHILD2 and PD5 = 1 in CHILD1's interview (two sampled children attend the same school) and the respondent for both children is the same, ask PF6 according to the instructions in the box above, but do not ask PF6c. Else, ask PF6 according to the instructions in the box above.

PF6. For each statement that I read you, please tell me how well (CHILD)'s [school/current school/Head Start program/(PROGRAM)] has been doing the following things (during this school year/since September):

[IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT.]: Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just O.K., or doesn't do it at all.

[ACCEPT "DON'T KNOW" AS AN ANSWER.]

			Does it very well	Just O.K	Doesn't do it at all
FSSPPERF	a.	Lets you know (between report cards) how (CHILD) is doing in (school/the program). Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just O.K., or doesn't do it at all	1	2	3
FSSPCDEV	b.	Helps you understand what children at (CHILD)'s age are like	1	2	3
FSSPVOLN	c.	Makes you aware of chances to volunteer at the (school/program)	1	2	3
FSSPHOME	d.	Provides workshops, materials, or advice about how to help (CHILD) learn at home	1	2	3
FSSPSERV	e.	Provides information on community services to help (CHILD) or your family	1	2	3
FSSPHW	f.	Provides information about how to help (CHILD) with (his/her) homework	1	2	3
FSSPCOUR	g.	Provides information about why (CHILD) is placed in particular (groups or) classes	1	2	3
FSSPCOLL	h.	Provides information on how to help (CHILD) plan for college	1	2	3
FSSPWORK	i.	Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education	1	2	3

If FIPATH = N, go to PF8. Else, ask PF7.

PF7. Has (CHILD)'s current (school/school or district) given you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] written information about students as a group, telling you about their standardized test scores or attendance rates?

	YES	1
FSPROFIL	NO	2

Involvement in School Decisionmaking

If this is the interview for CHILD1, ask PF8. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent for both children is the same, copy parent/guardian's CHILD1 response to PF8 for CHILD2 and go to box after PF9. Else, ask PF8.

PF8. Does (CHILD)'s (school/current school/Head Start program/PROGRAM) include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?

FSDECIS	YES	1
	NO	2

PF9. At (CHILD)'s (school/current school/Head Start program/PROGRAM), do parents have a real say in school policy decisions?

FEPOLICY	YES	1
	NO	2

If FIPATH = N, go to box before PH1. Else, if grade/equivalent = T, K, or P or (PB5 (grade equivalent) = U and AGE95 <= 6), go to PIINTRO.
Else, go to PGINTRO.

Family Involvement in Schoolwork [Path = E (not kindergarten), M, S]

PGINTRO. Now I have some questions about (CHILD)'s homework.

PG1. How often does (CHILD) do homework at home? Would you say...

	Never,	1	(GO TO PIINTRO)
FHHOME	Less than once a week,	2	(GO TO PG2)
	1 to 2 times a week,	3	(GO TO PG2)
	3 to 4 times a week, or	4	(GO TO PG2)
	5 or more times a week?	5	(GO TO PG2)

PG2. During this school year, how often did you [(or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] help (him/her) with (his/her) homework? Would you say... [DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR PG1.]

	Never,	1
FHHELP	Less than once a week,	2
	1 to 2 times a week,	3
	3 to 4 times a week, or	4
	5 or more times a week?	5

PG3. During this school year, has any teacher in (CHILD)'s (school/current school) assigned homework or a project, such as a family tree, that was meant to have (him/her) share ideas and talk with family members?

	YES	1
FHSHARE	NO	2

If grade/equivalent = 6 through 12 or (grade equivalent = U and AGE95 => 12, ask PG4.
Else, go to PINTRO.

Barriers to Involvement in Schoolwork

PG4. How confident do you feel about (your ability/the ability of anyone in your household) to help (CHILD) in each of the following subjects? How about...
[AFTER READING FIRST STATEMENT (AND OTHERS IF NECESSARY), ASK: Would you say very, somewhat, or not at all confident?]

			VERY	SOME-WHAT	NOT AT ALL	N/A
FHBMATH	a.	The math (he/she) has this year?	1	2	3	4
FHBENGL	b.	English composition, literature, or reading?	1	2	3	4
FHBSCIEN	c.	The science (he/she) has this year?	1	2	3	4

Go to PIINTRO.

Support for Families of Preschoolers [Path = N]

Ask PH1 through PH4 only once for each household.

PH1. Since last September, have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] gone to...

			YES	NO
SFATTGRP	a.	Any support groups to help with parenting?	1	2
SFATTCLS	b.	A parenting class?	1	2

PH2. [Not counting any services that came from Head Start/the PROGRAM)], have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] ever...

			YES	NO
SFSUPCTR	a.	Gone to a family support center where parents can meet with other parents, go to training activities, and/or find resources or services?	1	2
SFVISITS	b.	Received more than one home visit from someone trained to talk about raising children?	1	2

If PH2b = 1, ask PH3. Else, go to PIINTRO.

PH3. There are many different names for people who do home visits, such as parent educators, family mentors, medical doctors or nurses. What description is best for the person who visited you in your home?

	PARENT EDUCATOR	1
SFVISTYP	FAMILY MENTOR	2
	MEDICAL DOCTOR	3
	NURSE	4
	SOCIAL WORKER	5
	OTHER	91

SFVISTOS/R SPECIFY________________________________

PH4. Have you had home visits in the past 12 months?

	YES	1
SFVIS12	NO	2

- ***Family Involvement Outside of School*** [Path = All]

PIINTRO. Now I'd like to talk with you about (CHILD)'s activities with family members in the past week.

> *If FIPATH = N or grade/equivalent = T, K, P, or 1 through 3 or (grade equivalent = U and AGE95 <= 9), ask PI1. Else, go to box after PI1.*

PI1. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

	Not at all,	1
FOREADTO	Once or twice,	2
	3 or more times, or	3
	Every day?	4

> *If FIPATH = N or grade/equivalent = T, K, or P, or (grade equivalent = U and AGE95 <= 6), ask PI2. Else, if grade/equivalent = 1 through 5 or (grade equivalent = U and AGE95 > 6 and <= 11), ask PI3. Else, if grade/equivalent = 6 through 12 or (grade equivalent = U and AGE95 >= 12), ask PI4.*

PI2. In the past week, has anyone in your family done the following things with (CHILD)? [IF YES: How many times? Would you say one or two times, or three or more? IF NO: GO TO NEXT QUESTION.]

			YES	NO	1-2 TIMES	3+ TIMES	
FOSTORY	a.	Told (him/her) a story?	1	2	1	2	**FOSTORYN**
FOWORDS	b.	Taught (him/her) letters, words, or numbers?	1	2	1	2	**FOWORDSN**
FOMUSIC	c.	Taught (CHILD) songs or music?	1	2	1	2	**FOMUSICN**
FOCRAFTS	d.	Worked on arts and crafts with (him/her)?	1	2	1	2	**FOCRAFTN**
FOSPORTS	e.	Played a game, sport, or exercised together?	1	2	1	2	**FOSPORTN**
FOERAND	f.	Took (CHILD) along while doing errands like going to the post office, the bank, or the store?	1	2	1	2	**FOERANDN**
FOCHORE	g.	Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets?	1	2	1	2	**FOCHOREN** (GO TO BOX AFTER PI4)

PI3. In the past week, has anyone in your family done the following things with (CHILD)?

		YES	NO
FOSTORY	a. Told (him/her) a story?	1	2
FOCHORE	b. Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets?	1	2
FOCRAFTS	c. Worked on arts and crafts with (him/her)?	1	2
FOBUILD	d. Worked on a project with (CHILD) that you didn't think of as a chore, like building, making, or fixing something?	1	2
FOSPORTS	e. Played a game, sport, or exercised together? . . .	1	2 (GO TO BOX AFTER PI4)

PI4. In the past week, has anyone in your family done the following things with (CHILD)?

		YES	NO
FOBUILD	a. Worked on a project with (CHILD), like arts and crafts, building, making, or fixing something? . .	1	2
FOSPORTS	b. Played a game, sport, or exercised together? . . .	1	2
FORESPON	c. Discussed with (CHILD) how (he/she) would manage(his/her) time?	1	2
FOAFTHS	d. In the past month, has anyone in your family discussed (CHILD)'s future high school courses or plans for after high school with (him/her)? . .	1	2

If FIPATH = M or S or [FIPATH = H and (grade/equivalent = 6 through 12)], go to PJINTRO. Else, ask PI5.

PI5. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with (CHILD)?

		YES	NO
FOLIBRAY	a. Visited a library?	1	2
FOCONCRT	b. Gone to a play, concert, or other live show?	1	2
FOMUSEUM	c. Visited an art gallery, museum, or historical site?	1	2
FOZOO	d. Visited a zoo or aquarium?	1	2
FOETHNIC	e. In the past month, has anyone in your family done other things, such as talked with (CHILD) about (his/her) family history or ethnic heritage?	1	2
FOGROUP	f. Attended an event sponsored by a community, ethnic, or religious group?	1	2
FOSPRTEV	g. Attended an athletic or sporting event in which (CHILD) was not a player?	1	2

If FIPATH = N, go to PJINTRO. Else, if [FIPATH = H and (grade/equivalent = T, K, P, or 1 through 5) or (grade equivalent = U and AGE95 > = 5 and < = 11)], go to PI7. Else, ask PI6.

PI6. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, or safety patrol?

(YB3)

YES 1

FOSCHACT NO 2

PI7. During this school year, has (CHILD) participated in any activities outside of school, such as music lessons, church or temple youth group, scouting, or organized team sports, like soccer?

FOLESSON	YES	1
	NO	2

Family Rules [Path = E, H]

PI8. (YA6a,d,e) Are there family rules for (CHILD) about...

			YES	NO
FORBED	a.	What time (CHILD) goes to bed on school nights?	1	2
FORTVTIM	b.	Rules about the amount of time (he/she) is allowed to watch television?	1	2
FORTVPRG	c.	Rules about what television programs (he/she) is allowed to watch?	1	2

Health and Disability [Path = All]

PJINTRO. Now I have a few questions about (CHILD)'s health.

If FIPATH = N, ask PJ1. Else, go to box after PJ1.

PJ1. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?

	YES	1
HDDELAY	NO	2

If FIPATH = N or FIPATH = E or [FIPATH = H and ((grade/equivalent) = T, K, or P, or 1 through 5) or (grade equivalent = U and AGE95 < = 11)], ask PJ2. Else, if FIPATH = M or S or [FIPATH = H and ((grade/equivalent) = 6 through 12) or (grade equivalent = U and AGE95 > = 12)], go to PJ3.

PJ2. Does (CHILD) have any of the following disabilities?
[RANDOM START; KEEP h LAST.]

			YES	NO
HDLEARN	a.	A specific learning disability?	1	2
HDRETARD	b.	Mental retardation?	1	2
HDSPEECH	c.	A speech impairment?	1	2
HDDISTRB	d.	A serious emotional disturbance?	1	2
HDDEAFIM	e.	Deafness or another hearing impairment?	1	2
HDBLNDIM	f.	Blindness or another visual impairment?	1	2
HDORTHO	g.	An orthopedic impairment?	1	2
HDOTHER	h.	Another health impairment lasting 6 months or more?	1	2

If PJ1 or any of PJ2 a through h = 1, go to PJ4.
Else, go to box after PJ4.

PJ3. Does (CHILD) have any physical, emotional, or mental condition which limits or interferes with (his/her) ability...

			YES	NO	
HDSCHL	a.	To do regular school work?	1	2	
HDPHY	b.	To take part in sports, games, or other activities with children (his/her) age?	1	2	(GO TO BOX AFTER PJ7)

PJ4. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

	YES	1
HDAFFECT	NO	2

If FIPATH = N, ask PJ5. Else, go to box after PJ7.

PJ5. About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say...

	Less than 1 year,	1
HNDOCWHN	1 year, but less than 2 years, or	2
	2 years or more?	3

PJ6. Has (CHILD) ever been to a dentist or dental hygienist for dental care?

	YES	1	(GO TO PJ7)
HNDNTIST	NO	2	(GO TO BOX AFTER PJ7)

PJ7. About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say...

	Less than 1 year,	1
HNDNTWHN	1 year, but less than 2 years, or	2
	2 years or more?	3

Activities That Promote Civic Involvement

Information About Politics and National Issues

If FIPATH = M or S or [FIPATH = H and (grade/equivalent = 6 through 12) or (grade equivalent = U) and AGE95 >= 12)], go to next box. Else, go to PLINTRO.

Ask PKINTRO through PK5 once per respondent.

PKINTRO. Next I have some questions about the national news. This includes news about what is happening in Congress, what the President is doing, or what political candidates are saying.

PK1. How often do you read about the national news in a newspaper or newsmagazine, like *Newsweek, Time,* or *U.S. News and World Report*? Would you say...

(YD1)

	Almost every day,	1
CPRDNEWU	At least once a week,	2
	At least once a month, or	3
	Hardly ever?	4

If there are 2 or more adults (non-siblings) in the household who are related to the child, ask PK2 about one other parent/related adult in the order preference listed. Else, go to PK3.

PK2. How about (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)?

CPRDNEWS

ALMOST EVERY DAY	1
AT LEAST ONCE A WEEK	2
AT LEAST ONCE A MONTH	3
HARDLY EVER	4

PK3. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

(YD2)

CPWATCHU

Almost every day,	1
At least once a week,	2
At least once a month, or	3
Hardly ever?	4

If there are 2 or more adults (non-siblings) in the household who are related to the child, ask PK4 about one other parent/related adult in the order preference listed. Else, go to box after PK4.

PK4. How about (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)?

CPWATCH

ALMOST EVERY DAY	1
AT LEAST ONCE A WEEK	2
AT LEAST ONCE A MONTH	3
HARDLY EVER	4

If, in addition to parent(s)/guardian(s), there are any other non-sibling adults in the household, ask PK5. Else, go to box after PK5.

PK5. During the past week, did the other adult(s) in your household read about the national news in the newspaper or watch or listen to the national news?

CPNEWSOT

YES	1
NO	2

If PK3 = 1 through 3 or PK4 = 1 through 3 or PK5 = 1 (an adult in the household watches the national news), ask PK6. Else, go to box before PKINTRO2.

PK6. During the past week, has (CHILD) watched or listened to the national news with [you (or) (his/her) (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]?

(YD3)

YES 1
CPNEWSHH NO 2

Participation in Community and Political Activity [Path = M, S, H (grade equivalent 6-12)]

> *Ask PKINTRO2 through PK15 or PK16 only once per respondent.*

PKINTRO2. Next, I have some questions about activities you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] participate in and interests you may have.

PK7. Are you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] a member of any organizations, like a community group, church or synagogue, union, or professional organization?

YES 1
CPOTHORG NO 2

PK8. How often have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] attended religious services in the past year? Would you say...

[RECORD FOR THE HOUSEHOLD MEMBER WHO ATTENDS MOST FREQUENTLY.]

Never, ... 1
CPRELFRQ About once or twice, ... 2
Several times during the year, ... 3
About once or twice a month, or 4
Nearly every week or more? 5

PK9. Do you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

(YC17)

YES 1
CPSERVC NO 2

PK10. Which of the following activities, if any, have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] done in the past twelve months, that is, since (MONTH) 1995?

			YES	NO
CPMONEY	a.	Contributed money to a candidate, a political party, or some political cause?	1	2
CPVOLUNT	b.	Worked either for pay or as a volunteer for a a candidate, a political party, or some political cause?.	1	2
CPTELISS	c.	Written or telephoned an editor or public official or signed a petition about issues that concern you?	1	2
CPPUBMTG	d.	Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization?.	1	2
CPBOYCOT	e.	Participated in a protest or boycott?	1	2

PK11. Have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your householdl)] voted in a national or state election in the United States in the past 5 years, that is, since 1991?

CPVOTE5

YES 1
NO/NOT A CITIZEN/NOT OLD ENOUGH 2

Political Attitudes and Knowledge

PK12. (YD5) Now I'd like your opinion on some things. There are no right or wrong answers. [READ QUESTIONS CAREFULLY AND REPEAT IF NECESSARY.]

			YES	NO
CPCOMPLI	a.	People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you?	1	2
CPFAMSAY	b.	Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family?	1	2
CPAGNST	c.	If a person wanted to make a speech in your community against churches and religion, should he or she should be allowed to speak?	1	2
CPBOOK	d.	Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library?	1	2

PK13. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

(YD6)

CPLETTER

YES 1
NO 2

PK14. (YD7) Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or statement at a public meeting?

CPMTG

YES	1
NO	2
DEPENDS ON MEETING, ISSUE, ETC.	3
WOULD NEVER WANT TO MAKE STATEMENT	4

If telephone number ends with an even number, ask PK15.
Else, go to PK16.

PK15. (YD8) Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

CPVP

VICE PRESIDENT	1
OTHER ANSWER	2
DON'T KNOW	3
REFUSED TO ANSWER	4

b. Whose responsibility is it to determine if a law is constitutional or not... the President, the Congress, or the Supreme Court?

CPLAW

SUPREME COURT	1
PRESIDENT	2
CONGRESS	3
OTHER ANSWER	4

c. Which party now has the most members in the House of Representatives in Washington?

CPHOUSE

REPUBLICAN	1
DEMOCRATIC	2
OTHER ANSWER	3
DON'T KNOW	4
REFUSED TO ANSWER	5

d. How much of a majority is needed for the U.S. Senate and House to override a presidential veto?

CPVETO

TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE	1
OTHER ANSWER	2
DON'T KNOW	3
REFUSED TO ANSWER	4

e. Which of the two major parties is more conservative at the national level?

	REPUBLICAN	1	(GO TO PKCLOSE)
CPCONSRV	DEMOCRATIC	2	(GO TO PKCLOSE)
	NEITHER ONE	3	(GO TO PKCLOSE)
	OTHER ANSWER	4	(GO TO PKCLOSE)
	DON'T KNOW	5	(GO TO PKCLOSE)
	REFUSED TO ANSWER	6	(GO TO PKCLOSE)

PK16. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on.

(YD9) [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Newt Gingrich?

	SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES	1
CPSPKR	CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA)	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

	PRESIDENT	1
CPJUDGE	CONGRESS	2
	SUPREME COURT	3
	OTHER ANSWER	4
	DON'T KNOW	5
	REFUSED TO ANSWER	6

c. Which party now has the most members in the U.S. Senate?

	REPUBLICAN	1
CPSENATE	DEMOCRATIC	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

d. What are the first ten amendments to the U.S. Constitution called?

	BILL OF RIGHTS	1
CPCONST	OTHER ANSWER	2
	DON'T KNOW	3
	REFUSED TO ANSWER	4

e. Which of the two major parties is in favor of the larger defense budget?

	REPUBLICAN	1
CPDFENS	DEMOCRATIC	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

PKCLOSE. Those are all the questions about communities and government.

[IF RESPONDENT ASKS HOW WELL HE/SHE DID ON THE LAST SERIES OF QUESTIONS OR FOR THE RIGHT ANSWERS, SAY: I don't have those questions or your answers on the screen any longer, but if you give me your address at the end of the interview, I can mail the correct answers to you.]

Parent/Guardian Characteristics [Path = All]

Mother Items

> *Ask PLINTRO through PM10 only once per mother/father in the household.*

PLINTRO. These next questions are about [you/(and) (CHILD)'s (mother/stepmother/foster mother) (father/stepfather/foster father). [Let's start with (you/(CHILD)'s mother).]

> *If HHMOM = 1, 2, or 3 (mother or female guardian) and respondent is not the screener respondent, ask PL1. Else, if HHMOM = 1, 2, or 3 (mother or female guardian) and respondent is the screener respondent, copy SX20 to PL1 and go to box after PL1.*
> *Else, if HHMOM = 4 (no mother/female guardian), go to box after PL11.*

PL1. What was the first language [you/(CHILD)'s (mother/stepmother/foster mother)] learned to speak?

	ENGLISH	1	(GO TO PL3)
MOMLANG	SPANISH	2	(GO TO BOX)
	SPANISH AND ENGLISH EQUALLY	3	(GO TO BOX)
	ANOTHER LANGUAGE	91	(GO TO BOX)
MOMLANOS/R	SPECIFY____________________		

> *If (mother/stepmother/foster mother) is respondent or the female respondent in a household where HHMOM = 3, copy response from PA4 to PL2 and go to box after PL2. Else, ask PL2.*

PL2. What language does (CHILD)'s (mother/stepmother/foster mother) speak most at home now?

	ENGLISH	1
MOMSPEAK	SPANISH	2
	SPANISH AND ENGLISH EQUALLY	3
	ANOTHER LANGUAGE	91
MOMSPEOS/R	SPECIFY____________________	

> *If respondent is the screener respondent, copy SX13 and SX14 for mother/stepmother/foster mother/female respondent to PL3 and PL4 and go to PL5. Else, ask PL3.*

PL3. What is the highest grade or year of school that [you/(CHILD)'s (mother/stepmother/foster mother)] completed?

	UP TO 8TH GRADE	1	(ENTER ACTUAL GRADE, GO TO PL4)
MOMGRADE	9TH TO 11TH GRADE	2	(ENTER ACTUAL GRADE, GO TO PL4)
MOMGRAD1	12TH GRADE BUT NO DIPLOMA	3	(GO TO PL4)
MOMGRAD2	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO PL5)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5	(GO TO PL4)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO PL4)
	SOME COLLEGE BUT NO DEGREE	7	(GO TO PL4)
	ASSOCIATE'S DEGREE	8	(GO TO PL5)
	BACHELOR'S DEGREE	9	(GO TO PL5)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	(GO TO PL5)
	MASTER'S DEGREE (MA, MS)	11	(GO TO PL5)
	DOCTORATE DEGREE (PHD, EDD)	12	(GO TO PL5)
	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO PL5)

PL4. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?

	YES	1
MOMDIPL	NO	2

PL5. During the past week, did [you/(CHILD)'s (mother/stepmother/foster mother) work at a job for pay?

	YES	1	(GO TO PL7)
MOMWORK	NO	2	(GO TO PL6)
	RETIRED	3	(GO TO PL8)
	DISABLED/UNABLE TO WORK	4	(GO TO PL8)

PL6. (Were you/Was she) on leave or vacation from a job?

	YES	1	(GO TO PL7)
MOMLEAVE	NO	2	(GO TO PL8)

PL7. About how many total hours per week (do you/does she) usually work for pay, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

MOMHOURS WEEKLY HOURS . . . . ☐☐

PL8. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay?

MOMMTHS MONTHS . . . . ☐☐

If PL5 or PL6 = 1 (working or on leave/vacation), go to box after PL11. If PL5 = 3 (retired), autocode PL11 = 3 and go to box after PL11. Else, if PL5 = 4 (disabled/unable to work), autocode PL11 = 4 and go to box after PL11. Else, ask PL9.

PL9. (Have you/Has she) been actively looking for work in the past 4 weeks?

	YES	1	(GO TO PL10)
MOMLOOK	NO	2	(GO TO PL11)

PL10. What (have you/has she) been doing in the past 4 weeks to find work...

MOMPUBL	CHECKED WITH A PUBLIC EMPLOYMENT AGENCY	1
MOMPRIV	CHECKED WITH A PRIVATE EMPLOYMENT AGENCY	2
MOMEMPL	CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME	3
MOMREL	CHECKED WITH FRIENDS OR RELATIVES	4
MOMANSAD	PLACED OR ANSWERED ADS/SENT RESUMES	5
MOMREAD	READ WANT-ADS	6
MOMOTHER	SOMETHING ELSE	91
MOMOTHOS/R	SPECIFY____________________	

If PL10 = 1 through 5 (looking for work), go to box after PL11. Else, ask PL11.

PL11. What (were you/was she) doing most of last week? Would you say...

	Keeping house or caring for children,	1
MOMACTY	Going to school,	2
	Retired,	3
	Unable to work, or	4
	Something else?	91
MOMACTOS/R	What was that?____________________	

If HHDAD = 1, 2, or 3 (father or male guardian) and respondent is not the screener respondent, ask PM1. Else, if HHDAD = 1, 2, or 3 (father or male guardian) and respondent is the screener respondent, copy SX20 to PM1 and go to box after PM1. Else, if HHDAD = 4 (no father or male guardian), go to first box after PM10.

Father Items

PM1. What was the first language [you/(CHILD)'s (father/stepfather/foster father)] learned to speak?

	ENGLISH	1	(GO TO PM3)
DADLANG	SPANISH	2	(GO TO BOX)
	SPANISH AND ENGLISH EQUALLY	3	(GO TO BOX)
	ANOTHER LANGUAGE	91	(GO TO BOX)
DADLANOS/R	SPECIFY____________________		

If (father/stepfather/foster father) is respondent or the male respondent in a household where HHDAD = 3, copy responses from PA4 to PM2 and go to box after PM2.

PM2. What language does (CHILD)'s (father/stepfather/foster father) speak most at home now?

	ENGLISH	1	
DADSPEAK	SPANISH	2	
	SPANISH AND ENGLISH EQUALLY	3	
	ANOTHER LANGUAGE	91	
DADSPEOS/R	SPECIFY______________________		

> *If respondent is the screener respondent, copy SX13 and SX14 for father/stepfather/foster father/male respondent to PM3 and PM4, and go to PM5. Else, ask PM3.*

PM3. What is the highest grade or year of school that [you/(CHILD)'s (father/stepfather/foster father)] completed?

	UP TO 8TH GRADE	1	(ENTER ACTUAL GRADE, GO TO PM4)
DADGRADE	9TH TO 11TH GRADE	2	(ENTER ACTUAL GRADE, GO TO PM4)
DADGRAD1	12TH GRADE BUT NO DIPLOMA	3	(GO TO PM4)
DADGRAD2	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO PM5)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5	(GO TO PM4)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO PM4)
	SOME COLLEGE BUT NO DEGREE	7	(GO TO PM4)
	ASSOCIATE'S DEGREE	8	(GO TO PM5)
	BACHELOR'S DEGREE	9	(GO TO PM5)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	(GO TO PM5)
	MASTER'S DEGREE (MA, MS)	11	(GO TO PM5)
	DOCTORATE DEGREE (PHD, EDD)	12	(GO TO PM5)
	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO PM5)

PM4. (Do you/Does he) have a high school diploma or its equivalent, such as a GED?

	YES	1
DADDIPL	NO	2

PM5. During the past week, did [you/(CHILD)'s (father/stepfather/foster father)] work at a job for pay?

	YES	1	(GO TO PM7)
DADWORK	NO	2	(GO TO PM6)
	RETIRED	3	(AUTOCODE PM10 = 3 AND GO TO BOX AFTER PM10)
	DISABLED/UNABLE TO WORK	4	(AUTOCODE PM10 = 4 AND GO TO BOX AFTER PM10)

PM6. (Were you/Was he) on leave or vacation from a job?

	YES	1	(GO TO PM7)
DADLEAVE	NO	2	(GO TO PM8)

PM7. About how many total hours per week (do you/does he) usually work for pay, counting all jobs? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS	WEEKLY HOURS	☐☐

If PM5 or PM6 = 1 (working or on leave/vacation), go to first box after PM10. Else, ask PM8.

PM8. (Have you/Has he) been actively looking for work in the past 4 weeks?

	YES	1	(GO TO PM9)
DADLOOK	NO	2	(GO TO PM10)

PM9. What (have you/has he) been doing in the past 4 weeks to find work?

DADPUBL	CHECKED WITH A PUBLIC EMPLOYMENT AGENCY	1
DADPRIV	CHECKED WITH A PRIVATE EMPLOYMENT AGENCY	2
DADEMPL	CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME	3
DADREL	CHECKED WITH FRIENDS OR RELATIVES	4
DADANSAD	PLACED OR ANSWERED ADS/SENT RESUMES	5
DADREAD	READ WANT-ADS	6
DADOTHER	SOMETHING ELSE	91
DADOTHOS/R	SPECIFY______________________________	

If PM9 = 1 through 5 (looking for work), go to first box after PM10. Else, go to PM10.

PM10. What (were you/was he) doing most of last week? Would you say...

	Keeping house or caring for children,	1
DADACTY	Going to school,	2
	Retired,	3
	Unable to work, or	4
	Something else?	91
DADACTOS/R	What was that?______________________________	

Involvement of the Non-Residential Parent [Path = All]

If HHMOM NE 1 (no birth/adoptive mother in the household), ask about mother and set NONRTYPE = 1. If HHDAD NE 1 (no birth/adoptive father in household), ask about father and set NONRTYPE = 2. If both HHDAD and HHMOM NE 1, ask about both mother and father separately. Else, go to LINTRO (Household Public Library Use introduction in Screener.)

If PA6 = 2 (adoptive mother) and HHDAD NE 1 (no birth/adoptive father in the household) or PA7 = 2 (adoptive father) and HHMOM NE 1 (no birth/adoptive mother in the household), ask PN1. Else, go to PNINTRO.

PN1. You said before that you are (CHILD)'s adoptive (mother/father). Does (CHILD) have an adoptive (mother/father)?

	YES	1
NRADOPTV	NO	2

If PN1 = 1 (child has adoptive mother or father), ask about adoptive parent in PNINTRO. Else, if PN1 = 2 (no adoptive mother or father), go to LINTRO.

PNINTRO Now I would like to ask you a few questions about how much contact (CHILD)'s (birth/adoptive) (mother/father) (who doesn't live with you) has had with (him/her).

PN2. [IF RESPONDENT REFUSES TO ANSWER ANY QUESTIONS ABOUT THE OTHER PARENT, ENTER "6" FOR PN2 AND GO TO NEXT QUESTION.]
(During this school year/Since September), has (CHILD) lived with you most of the time, lived with (his/her) (mother/father), or has (he/she) lived about half the time with you and half the time with (his/her) (mother/father)?

	WITH RESPONDENT	1	(GO TO PN3)
NRLIVAR1-	MOST OF THE TIME WITH OTHER PARENT	2	(GO TO BOX AFTER PN6OV2)
NRLIVAR1-	HALF AND HALF	3	(GO TO BOX AFTER PN6OV2)
	DECEASED	4	(GO TO PN3)
	CHILD NEVER HAD CONTACT WITH OTHER PARENT	5	(GO TO PN9)
	RESPONDENT DOES NOT WANT TO ANSWER ANY QUESTIONS	6	(GO TO LINTRO)
NRLIVOS1/R-	OTHER	91	(GO TO PN3)
NRLIVOS2/R	SPECIFY____________________		

PN3. How long has it been since (CHILD)'s (mother/father) lived in the same household with (CHILD), if ever?

NRLIVEV1-	NEVER LIVED IN HOUSEHOLD	0	(GO TO PN4)
NRLIVEV2	NUMBER GIVEN	1	(GO TO PN3OV1)
	CHILD NEVER HAD CONTACT WITH OTHER PARENT	2	(GO TO PN9)
	RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS	3	(GO TO LINTRO)

PN3OV1. *NRLIVNU1-* *NRLIVNU2*	NUMBER	☐☐	(GO TO PN3OV2)
PN3OV2. *NRLIVUN1* *NRLIVUN2*	UNIT:		
	DAYS	1	
	WEEKS	2	
	MONTHS	3	
	YEARS	4	

PN4. [IF OTHER PARENT DECEASED, ENTER "3" FOR PN4 AND GO TO NEXT QUESTION.]
Does (CHILD) currently have any contact with (his/her) (mother/father)?

	YES	1	(GO TO PN5)
NRCONTA1-	NO	2	(GO TO PN6)
NRCONTA2	DECEASED	3	(GO TO LINTRO)
	CHILD NEVER HAD CONTACT WITH OTHER PARENT	4	(GO TO PN9)
	RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS	5	(GO TO LINTRO)

PN5. In a typical month, about how many times does (CHILD)...

			TIMES
NRPHONE1- ***NRPHONE2***	a.	Talk to (his/her) (mother/father) on the phone?	☐☐
NRLETTR1- ***NRLETTR2***	b.	Get a letter from (him/her)? [TYPICAL MONTH]	☐☐
NRSEE1- ***NRSEE2***	c.	See (his/her) (mother/father) in person? [TYPICAL MONTH]	☐☐

> *If PN5a = 0 (does not talk on phone with other parent in typical month), go to PN5OV1. Else, go to PN5b.*

PN5OV1. In the past year, about how many times has (CHILD) talked to (his/her) (mother/father) on the phone?

NRPHONY1-
NRPHONY2 TIMES . . . . ☐☐

> *If PN5b = 0 (does not get a letter in a typical month), go to PN5OV2. Else, go to PN5c.*

PN5OV2. In the past year, about how many times has (CHILD) gotten a letter from (his/her) (mother/father)?

NRLETTY1-
NRLETTY2 TIMES . . . . ☐☐

> *If PN5c = 0 (does not see other parent in a typcial month), go to PN5OV3. Else, go to box after PN5OV3.*

PN5OV3. In the past year, about how many times has (CHILD) seen (his/her) (mother/father)? Would you say...

	None,	0
	1 to 6 days,	1
NRSEEY1-	7 to 14 days,	2
NRSEEY2	15 to 30 days, or	3
	Over 30 days?	4

> *If all PN5 a, b, c = 0, ask PN6. Else, go to box after PN6OV2.*

PN6. How long has it been since (CHILD) last had contact with (his/her) (mother/father)?

NRLSTCO1- ***NRLSTCO2***	NUMBER GIVEN	1	(GO TO PN6OV1)
	CHILD NEVER HAD CONTACT WITH OTHER PARENT	2	(GO TO PN9)
	RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS	3	(GO TO LINTRO)

PN6OV1. ***NRLSTNU1-*** ***NRLSTNU2***	NUMBER	☐☐	(GO TO PN6OV2)

PN6OV2. ***NRLSTUN1-*** ***NRLSTUN2***	UNIT:	
	DAYS	1
	WEEKS	2
	MONTHS	3
	YEARS	4

If FIPATH = H or (PN6 > 12 months (child has not had contact in more than 12 months)) or (FIPATH = N and PC1 = 2 and PC2 = 2 (child not in Head Start or a program)), go to PN9. Else, if telephone number ends with an even number, ask PN7. Else, if telephone number ends with an odd number, go to box after PN7.

PN7. Since (the beginning of this school year/September), has (CHILD)'s (mother/father)...

			YES	NO
NRMEET	a.	Attended a general (school/Head Start program/PROGRAM) meeting, for example, (an open house), a back-to-school night or a meeting of a parent-teacher organization?	1	2
NRATCNFN	b.	Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]?	1	2
NRSPORT	c.	Attended a (school/Head Start program/PROGRAM) or class event, such as a play (or) sports event (or science fair) because of (CHILD)?	1	2
NRVOLNTR	d.	Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee?	1	2 (GO TO PN9)

If FIPATH = N, ask a and c through f of PN8. Else, if FIPATH = E, M, or S, ask a, b, and d through f of PN8.

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PN8. Since (the beginning of this school year/September), has (CHILD)'s (mother/father)...

			YES	NO
NRBAC	a.	Attended (an open-house or) a back-to-school night?	1	2
NRATTPTA	b.	Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization?	1	2
NRATTCOU	c.	Gone to a meeting of a parent advisory group or policy council?	1	2
NRATCNFN	d.	Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]?	1	2
NRSPORT	e.	Attended a (school/Head Start/program) or class event, such as a play, (or) sports event (or science fair) because of (CHILD)?	1	2
NRVOLNTR	f.	Acted as a volunteer at the (school/Head Start program/program) or served on a committee?	1	2

PN9. In the past 12 months, (have you/has your family) received any child support payments for (CHILD) from (his/her) (mother/father)?

NRSUPRT1-	YES	1
NRSUPRT2	NO	2

If this is the first interview inthe household, goth LINTRO.
Else go to CLOSE2.

Household Public Library Usage *(see LINTRO Screener)*

Household Characteristics *(see Screener)*

CLOSE1. Thank you, but we are only asking about children in a specific age or grade range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Thank you, those are all the questions I have about (CHILD). [Please hold on for a moment while I check to see if there is anyone else I need to ask about/May we have your permission to speak with (CHILD)? We'll be asking some of the same questions that we asked you, but it will only take about 10 minutes. Is (CHILD) available?]

PERMISSION GRANTED/CHILD IS AVAILABLE	1	(GO TO MESSAGE)
PERMISSION GRANTED/CHILD IS NOT AVAILABLE	2	(GO TO MESSAGE)
PERMISSION REFUSED	3	(GO TO HHSELECT AND CODE CASE RY)

[RECORD RELATIONSHIP/NAME OF PERSON GIVING PERMISSION FOR YOUTH INTERVIEW AND ANY SPECIAL CONDITIONS.]

NHES:96 Youth Civic Involvement Interview

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NHES:96 Youth Civic Involvement Interview

YINTRO. Hello, this is [INTERVIEWER]. I'm calling for the U.S. Department of Education. We are asking students across the country to volunteer to participate in a confidential study. We are interested in types of learning activities both in school and out of school. These questions usually take about 12 minutes.

Family Involvement in Education [Path = All]

If FIPATH = H, go to YA2.

YA1. First, how often do you talk with [(your parents)/(your mother/stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)] about school? Would you say...

FESCHOOL

Never,	1
Less than once a month,	2
Once or twice a month,	3
About once a week, or	4
Almost every day?	5

YA2. (First,) In the past month, have you discussed future high school courses or plans after high school with [(your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/stepmother/ foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)]/(them/her/him)?

FEFUTURE

YES	1
NO	2

If FIPATH = H, go to YA6.

YA3. Would you say that your family is less involved in your (current) school than you would like, about as involved as you would like, or more involved than you would like?

FESCHINV

LESS THAN WOULD LIKE	1
ABOUT RIGHT	2
MORE THAN WOULD LIKE	3

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

YA4. Since school started this year, how often has your (current) school expected you to bring home written information or notices for your family? Would you say...

	Never,	1	(GO TO YA6)
FENOTICE	Less than once a month,	2	(GO TO YA5)
	Once or twice a month, or	3	(GO TO YA5)
	Once a week or more?	4	(GO TO YA5)

A5. Would you say that you give them the written information or notices...

	Almost always,	1
FENOTGIV	Sometimes, or	2
	Hardly ever?	3

YA6. Does your family have any rules for you about...

			YES	NO
FERBED	a.	[GRD/EQ 6-8] What time you go to bed on school nights?.	1	2
FERSCHNT	b.	[GRD/EQ 9-12] What time you have to be home on school nights?.	1	2
FERHMWRK	c.	Doing your homework?	1	2
FERTVTIM	d.	Rules about the amount of time you are allowed to watch television?	1	2
FERTVPRG	e.	Rules about what television programs you are allowed to watch?	1	2

YA7. (Do/Does) [(your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(and mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)(or (the) other adult(s) in your household)]...

			OFTEN	SOME-TIMES	HARDLY EVER
FEFAMDEC	a.	Talk over important family decisions with you often, sometimes, or hardly ever?	1	2	3
FEYRSIDE	b.	Listen to your side of an argument often, sometimes, or hardly ever?	1	2	3
FERULES	c.	Let you have a say in making up rules that concern you often, sometimes, or hardly ever?	1	2	3

If FIPATH = H, go to YBINTRO. Else, go to YA8.

YA8.
(PE1a-e)[3]

Now I'd like your opinion about your (current) school. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

			SA	A	D	SD
FECHALNG	a.	I am challenged at school [ACADEMICALLY]	1	2	3	4
FEENJOY	b.	I enjoy school	1	2	3	4
FETEADIS	c.	My teachers maintain good discipline in the classroom	1	2	3	4
FERESPCT	d.	In my school, most students and teachers respect each other	1	2	3	4
FEPRIDIS	e.	The principal and assistant principal maintain good discipline at my school	1	2	3	4
FEWATCH	f.	My family keeps a close watch on how I am doing in school	1	2	3	4
FELISTEN	g.	In my school, the opinions of the students are listened to	1	2	3	4

Activities that Promote or Indicate Personal Responsibility [Path = All]

YBINTRO. Next I'd like to ask you about (activities that students can do in school, and then I'll ask you about) some activities outside of school. (Please think about the school you go to now.)

If FIPATH = H, go to YB4.

YB1. First, does your (current) school have a student government?

	YES	1	(GO TO YB2)
PRSTUGOV	NO	2	(GO TO YB3)

YB2. This school year, have you served as an officer or representative or run for office or worked on a campaign for your student government?

	YES	1
PRREPGOV	NO	2

YB3. During this school year, have you participated in any (other) school activities such as sports teams, safety patrol, or school clubs?

	YES	1
PRSCHACT	NO	2
	SCHOOL DOES NOT OFFER ANY	3

YB4. During this school year, have you participated in any activities outside of school, such as music lessons, scouting, church or temple youth group, or organized team sports like soccer?

PRGRPACT	YES	1
	NO	2

---

[3] Items with comparable questions on the parent interview show that item number in parentheses.

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YB5. During this school year, have you worked at a job for pay, for example, in a restaurant or babysitting?

	YES	1	(GO TO YB6)
PRWORK	NO	2	(GO TO YB7)

YB6. On average, how many hours do you work each week during the school year?

PRWRKHRS	HOURS PER WEEK	☐☐	(GO TO YCINTRO)

YB7. Did you try to find a job during this school year?

	YES	1
PRLOOK	NO	2

Service Activities [Path = All]

YCINTRO. Now I would like to ask you about community service or volunteer activity in your school or community. This includes ongoing activities like tutoring other students, visiting senior citizens, and so on, but does not include work for pay. It might be something done through your school, through your church or synagogue, or on your own.

YC1. During this school year, have you participated in any community service activity or volunteer work at your school or in your community?

	YES	1
SACTY	NO	2

If YC1 = 1 (participated) go to YC2. Else, if YC1 = 2 (did not participate) and FIPATH = H, go to YC14. Else, if YC1 = 2 (did not participate) and FIPATH = M or S, go to YC8.

YC2. Please tell me what your service activities were this school year.

SASPEC1/R-
SASPEC3/R

FIRST ACTIVITY________________________________
SECOND ACTIVITY________________________________
THIRD ACTIVITY________________________________

Ask YC3 through YC6 for up to three activities.

YC3. Are you participating in (ACTIVITY) now?

SANOW1-	YES	1
SANOW3	NO	2

YC4. (Do you/Did you) do (ACTIVITY) on a regular basis, or only once or twice?

SAREG1-	REGULAR BASIS	1	(GO TO BOX)
SAREG3	ONCE OR TWICE	2	(GO TO BOX)

If YC4 = 1 (regular activity), go to YC5. Else, if there is another activity in YC2, ask YC3 about next activity. Else, go to box after YC6OV.

YC5. During this school year, how many weeks (have you participated/did you participate) in (ACTIVITY)?

SAWKS1-	NUMBER GIVEN	1	(GO TO YC5OV)
SAWKS3	SINCE BEGINNING OF SCHOOL YEAR	2	(GO TO YC6)
SAWKSOS1/R-	OTHER	91	(GO TO YC6)
SAWKSOS3/R	SPECIFY ______________		

YC5OV. ***SAWKSNU1- SAWKSNU3***

NUMBER OF WEEKS . . . . ☐☐
[CODE FRACTION TO NEAREST WHOLE NUMBER.]

YC6. ***SAHRS1- SAHRS3*** During the weeks you (have done/did) (ACTIVITY), how many hours per week did you do it?

SAHRS1- SAHRS3	NUMBER GIVEN	1	(GO TO YC6OV)
	OTHER	91	(GO TO BOX)
SAHRSOS1/R- SAHRSOS3/R	SPECIFY ______________		

YC6OV. ***SAHRSNU1- SAHRSNU3***

NUMBER OF HOURS PER WEEK . . . . ☐☐
[CODE FRACTION TO NEAREST WHOLE NUMBER.]

If there is another activity, go to YC3.
Else, go to next box.

If FIPATH = H, go to YC15.

YC7. (Is/Was) (any of) your community service activity this year arranged or offered by your (current) school?

	YES	1	(AUTOCODE YC8 = 1 AND GO TO YC9)
SAARRYOU	NO	2	(GO TO YC8)

YC8. Does your school arrange or offer any service activities that students can participate in?

	YES	1
SAARRSER	NO	2

YC9. Is participation in a service activity required for students in your school, for example, do all students have to do a certain number of hours of community service before graduating?

	YES	1
SAREQSER	NO	2

If YC1 = 1 (participated in a service activity) and YC9 = 1 (service activity required by the school), ask YC10. Else, if YC1 = 1 (participated in a service activity) and YC9 = 2 (service activity not required by the school), go to YC11. Else, if YC1 = 2 (did not participate in a service activity), go to YC14.

YC10. (Is/Was) your participation in any service activity this school year required by your (current) school?

YES 1
SAREQYOU NO 2

YC11. (Do you/Did you) have a chance to talk about your service experience in class or in a group session with other students?

YES 1
SATALK NO 2

YC12. (Are you/Were you) required to keep a journal or write an essay about your service experience?

YES 1
SAJOURNL NO 2

YC13. (Does/Did) your service activity contribute toward your grade in any class?

YES . . . . 1 (GO TO YC15)
SAGRADE NO . . . . 2 (GO TO YC15)

YC14. Will you participate in any kind of community service activity sometime before the end of this school year?

YES 1
SASCHLYR NO 2

YC15. Do you think you will be doing any kind of community service activity next year?

YES 1
SANEXTYR NO 2

YC16. Have you ever heard of...

			YES	NO
PSPEACE	a.	The Peace Corps?	1	2
PSVISTA	b.	VISTA?	1	2
PSAMCORP	c.	AmeriCorps?	1	2

YC17. [(Do either or both of your parents)/Does (your (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(or any other adult in your household)] participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

(PK9)

	YES	1
SASERVC	NO	2

Activities that Promote Civic Involvement [Path = All]

Information About Politics and National Issues

YD1. Now I have some questions about the national news. This means, for example, news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or newsmagazine like *Newsweek, Time,* or *U.S. News and World Report*? Would you say...

(PK1)

	Almost every day,	1
	At least once a week,	2
CYRDNEWU	At least once a month, or	3
	Hardly ever?	4

YD2. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

(PK3)

	Almost every day,	1	(GO TO YD3)
	At least once a week,	2	(GO TO YD3)
CYWATCHU	At least once a month, or	3	(GO TO YD3)
	Hardly ever?	4	(GO TO YD4)

YD3. During the past week, did you watch or listen to the national news with [(your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]?

(PK6)

	YES	1
CYNEWSHH	NO	2

YD4. Thinking about the current school year, how often do you usually talk about politics or national issues with [(your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]? Would you say...

	Almost every day,	1
	At least once a week,	2
CYISTALK	At least once a month, or	3
	Hardly ever?	4

If FIPATH = S or [FIPATH = H and (grade equivalent = 9 through 12) or (grade equivalent = U and AGE95 > = 14)], go to YD5. Else, go to YD10.

YD5. (PK12) Now I'd like your opinion on some things. There are no right or wrong answers.

			YES	NO
CYCOMPLI	a.	People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you?	1	2
CYFAMSAY	b.	Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family?	1	2
CYAGNST	c.	If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?	1	2
CYBOOK	d.	Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library?	1	2

YD6. (PK13) Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

CYLETTER

YES	1
NO	2

YD7. (PK14) Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

CYMTG

YES	1
NO	2
DEPENDS ON MEETING, DEPENDS ON ISSUE, ETC.	3
WOULD NEVER WANT TO MAKE A STATEMENT	4

If telephone number ends with an odd number, ask YD8. Else, ask YD9.

YD8. (PK15) Now, here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

CYVP

VICE PRESIDENT	1
ANOTHER ANSWER	2
DON'T KNOW	3
REFUSED TO ANSWER	4

b. Whose responsibility is it to determine if a law is constitutional or not...is it the president, the Congress, or the Supreme Court?

CYLAW

SUPREME COURT	1
PRESIDENT	2
CONGRESS	3
ANOTHER ANSWER	4
DON'T KNOW	5
REFUSED TO ANSWER	6

c. Which party now has the most members in the House of Representatives in Washington?

CYHOUSE

REPUBLICAN PARTY	1
DEMOCRATIC PARTY	2
ANOTHER ANSWER	3
DON'T KNOW	4
REFUSED TO ANSWER	5

d. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

CYVETO

TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE	1
ANOTHER ANSWER	2
DON'T KNOW	3
REFUSED TO ANSWER	4

e. Which of the two major parties is more conservative at the national level?

CYCONSRV

REPUBLICAN PARTY	1	(GO TO YD10)
DEMOCRATIC PARTY	2	(GO TO YD10)
NEITHER ONE	3	(GO TO YD10)
ANOTHER ANSWER	4	(GO TO YD10)
DON'T KNOW	5	(GO TO YD10)
REFUSED TO ANSWER	6	(GO TO YD10)

YD9. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

(PK16)

a. What job or political office is now held by Newt Gingrich?

CYSPKR

SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES	1
CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA)	2
ANOTHER ANSWER	3
DON'T KNOW	4
REFUSED TO ANSWER	5

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

CYJUDGE

PRESIDENT 1
CONGRESS 2
SUPREME COURT 3
ANOTHER ANSWER 4
DON'T KNOW 5
REFUSED TO ANSWER 6

c. Which party now has the most members in the U.S. Senate?

CYSENATE

REPUBLICAN 1
DEMOCRATIC 2
ANOTHER ANSWER 3
DON'T KNOW 4
REFUSED TO ANSWER 5

d. What are the first ten amendments to the U.S. Constitution called?

CYCONST

BILL OF RIGHTS 1
ANOTHER ANSWER 2
DON'T KNOW 3
REFUSED TO ANSWER 4

e. Which of the two major parties is in favor of the larger defense budget?

CYDFENS

REPUBLICAN 1
DEMOCRATIC 2
ANOTHER ANSWER 3
DON'T KNOW 4
REFUSED TO ANSWER 5

YD10. During this school year, have you had any courses that required you to pay attention to government, politics, or national issues?

YES 1
CYCRSE NO 2

YD11. Last year, did you have any courses that required you to pay attention to government, politics, or national issues?

YES 1
CYCRSLST NO 2

If YD10 or YD11 = 1 (courses about government, politics, or national issues), ask YD12.
Else, go to YD13.

YD12. As a result of the(se) course(s) at school, would you say your interest in things like politics and national issues increased...

	A good deal,	1
CYINTRST	Some, or	2
	Not much at all?	3

YD13. During this school year, have you done any of the following things in any class at (your current) school...

			YES	NO
CYSCHLET	a.	Written a letter to someone you did not know?	1	2
CYSCHSPE	b.	Given a speech or an oral report?	1	2
CYSCHDEB	c.	Taken part in a debate or discussion in which you had to persuade others about your point of view?	1	2

CLOSE. Thank you very much. Those are all the questions I have. Please hold on for a moment while I check to see if there is anyone else I need to speak with.

NHES:96 Adult Civic Involvement Interview

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NHES:96 Adult Civic Involvement Interview

Activities That Promote Civic Involvement

Information About Politics and National Issues

RINTRO. [Hello, this is (INTERVIEWER). I'm calling for the U. S. Department of Education. We are conducting a voluntary and confidential study about how people get information about their communities and government and about activities related to civic involvement. These questions take about 12 minutes./Now I'd like to talk to you about information and activities related to civic involvement.]

R1. First, I'd like to ask about what you read. How often do you read a newspaper (in English)? Would it be...

	Almost every day,	1
CARDPAPR	At least once a week,	2
	At least once a month, or	3
	Hardly ever?	4

R2. About how many different magazines do you look at or read (in English) on a regular basis?

CARDMAGS	NUMBER	☐☐

R3. Have you read any books (in English) in the past six months?

	YES	1
CARDBOOK	NO	2

R4. Now I have some questions about the national news. This includes news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or a newsmagazine like *Newsweek, Time*, or *U.S. News and World Report*? Would it be...

	Almost every day,	1
CARDNEWU	At least once a week,	2
	At least once a month, or	3
	Hardly ever?	4

R5. How often do you watch the national news on television or listen to the national news on the radio?
Would it be...

	Almost every day,	1
CAWATCHU	At least once a week,	2
	At least once a month, or	3
	Hardly ever?	4

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.

Participation in Community and Political Activity

RINTRO2. Next, I have some questions about activities you participate in and interests you may have.

R6. Are you a member of any organization, like a community group, church or synagogue, union, or professional organization?

	YES	1
CAOTHORG	NO	2

R7. How often did you attend religious services in the past year? Was it...

	Never,	1
CARELFRQ	About once or twice,	2
	Several times during the year,	3
	About once or twice a month, or	4
	Nearly every week or more?	5

R8. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

	YES	1
CASERVC	NO	2

R9. Which of the following activities, if any, have you done in the past twelve months, that is, since (MONTH) 1995?

			YES	NO
CAMONEY	a.	Contributed money to a candidate, a political party, or some political cause?	1	2
CAVOLUNT	b.	Worked either for pay or as a volunteer for a candidate, a political party, or some political cause?	1	2
CATELISS	c.	Written or telephoned an editor or public official or signed a petition about issues that concern you?	1	2
CAPUBMTG	d.	Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization?	1	2
CABOYCOT	e.	Participated in a protest or boycott?	1	2

R10. Have you voted in a national or state election in the United States in the past 5 years, that is, since 1991?

	YES	1
CAVOTE5	NO/NOT A CITIZEN/NOT OLD ENOUGH	2

R11. Now I'd like your opinion on some things. There are no right or wrong answers.

			YES	NO
CACOMPLI	a.	People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you?	1	2
CAFAMSAY	b.	Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family?	1	2
CAAGNST	c.	If a person wanted to make a speech in your community against churches and religion, should he or she should be allowed to speak?	1	2
CABOOK	d.	Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library?	1	2

R12. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

	YES	1
CALETTER	NO	2

R13. Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

	YES	1
	NO	2
CAMTG	DEPENDS ON MEETING, ISSUE, ETC.	3
	WOULD NEVER WANT TO MAKE STATEMENT	4

If telephone number ends with an even number, ask R14.
Else, ask R15.

R14. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

CAVP	VICE PRESIDENT	1
	OTHER ANSWER	2
	DON'T KNOW	3
	REFUSED TO ANSWER	4

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b. Whose responsibility is it to determine if a law is constitutional or not... the President, the Congress, or the Supreme Court?

CALAW	SUPREME COURT	1
	PRESIDENT	2
	CONGRESS	3
	OTHER ANSWER	4
	DON'T KNOW	5
	REFUSED TO ANSWER	6

c. Which party now has the most members in the House of Representatives in Washington?

CAHOUSE	REPUBLICAN	1
	DEMOCRATIC	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

d. How much of a majority is needed for the U.S. Senate and House to override a presidential veto?

CAVETO	TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE	1
	OTHER ANSWER	2
	DON'T KNOW	3
	REFUSED TO ANSWER	4

e. Which of the two major parties is more conservative at the national level?

CACONSRV	REPUBLICAN	1	(GO TO RINTRO3)
	DEMOCRATIC	2	(GO TO RINTRO3)
	NEITHER ONE	3	(GO TO RINTRO3)
	OTHER ANSWER	4	(GO TO RINTRO3)
	DON'T KNOW	5	(GO TO RINTRO3)
	REFUSED TO ANSWER	6	(GO TO RINTRO3)

R15. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Newt Gingrich?

CASPKR	SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES	1
	CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA)	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

	PRESIDENT	1
CAJUDGE	CONGRESS	2
	SUPREME COURT	3
	OTHER ANSWER	4
	DON'T KNOW	5
	REFUSED TO ANSWER	6

c. Which party now has the most members in the U.S. Senate?

	REPUBLICAN	1
CASENATE	DEMOCRATIC	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

d. What are the first ten amendments to the U.S. Constitution called?

	BILL OF RIGHTS	1
CACONST	OTHER ANSWER	2
	DON'T KNOW	3
	REFUSED TO ANSWER	4

e. Which of the two major parties is in favor of the larger defense budget?

	REPUBLICAN	1
CADFENS	DEMOCRATIC	2
	OTHER ANSWER	3
	DON'T KNOW	4
	REFUSED TO ANSWER	5

R15CLOSE. Those are all the questions about communities and government.

[IF RESPONDENT ASKS HOW HE/SHE DID ON THE LAST SERIES OF QUESTIONS OR FOR THE RIGHT ANSWERS, SAY: I don't have those questions or your answers on the screen any longer, but if you give me your address at the end of the interview, I can mail the correct answers to you.]

Respondent Characteristics

RINTRO3. The next questions are about your background.

If there are other household members age 18 or younger and respondent is 12 or more years older than the other household members, ask R16. Else, go to box after R16.

R16. I have recorded that there [is one person/are (NUMBER) people] in your household age 18 or younger. Are you a parent, stepparent, or guardian of (this child/any of these children)?

CAPARENT	YES	1
	NO	2

If respondent was screener respondent, copy SX20 to R17 and go to box after R17. Else, ask R17.

R17. What was the first language you learned to speak?

ALANG	ENGLISH	1	(GO TO R19)
	SPANISH	2	(GO TO R18)
	SPANISH AND ENGLISH EQUALLY	3	(GO TO R18)
	ANOTHER LANGUAGE	91	(GO TO R18)
***ALANGOS*/R**	SPECIFY ______________________________		

If SX20 for sampled adult NE 1 (first language was not English), ask R18. Else, go to R19.

R18. What language do you speak most at home now?

ASPEAK	ENGLISH	1
	SPANISH	2
	SPANISH AND ENGLISH EQUALLY	3
	ANOTHER LANGUAGE	91
***ASPEAKOS*/R**	SPECIFY ______________________________	

If respondent was screener respondent, copy SX13 and SX14 for respondent to R19 and R20 and go to R21.

R19. What is the highest grade or year of school that you completed?

	UP TO 8TH GRADE	1	(ENTER ACTUAL GRADE, GO TO R20)
AGRADE	9TH TO 11TH GRADE	2	(ENTER ACTUAL GRADE, GO TO R20)
AGRAD1	12TH GRADE BUT NO DIPLOMA	3	(GO TO R20)
AGRAD2	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO R21)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5	(GO TO R20)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO R20)
	SOME COLLEGE BUT NO DEGREE	7	(GO TO R20)
	ASSOCIATE'S DEGREE	8	(GO TO R21)
	BACHELOR'S DEGREE	9	(GO TO R21)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	(GO TO R21)
	MASTER'S DEGREE (MA, MS)	11	(GO TO R21)
	DOCTORATE DEGREE (PHD, EDD)	12	(GO TO R21)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO R21)

R20. Do you have a high school diploma or its equivalent, such as a GED?

	YES	1
ADIPL	NO	2

R21. During the past week, did you work at a job for pay?

	YES	1	(GO TO R23)
AWORK	NO	2	(GO TO R22)
	RETIRED	3	(GO TO R24)
	DISABLED/UNABLE TO WORK	4	(GO TO R24)

R22. Were you on leave or vacation from a job?

	YES	1	(GO TO R23)
ALEAVE	NO	2	(GO TO R24)

R23. About how many total hours per week do you usually work for pay, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

AHOURS	WEEKLY HOURS	☐☐

R24. In the past 12 months, how many months (,if any,) have you worked for pay?

AMTHS	MONTHS	☐☐

> *If R21 or R22 = 1 (working or on leave/vacation), go to R28. If R21 = 3 (retired), autocode R27 = 3 and go to R28. If R21 = 4 (disabled/unable to work), autocode R27 = 4 and go to R28. Else, ask R25.*

R25. Have you been actively looking for work in the past 4 weeks?

	YES	1	(GO TO R26)
ALOOK	NO	2	(GO TO R27)

R26. What have you been doing in the past 4 weeks to find work...

APUBL	CHECKED WITH A PUBLIC EMPLOYMENT AGENCY	1
APRIV	CHECKED WITH A PRIVATE EMPLOYMENT AGENCY	2
AEMPL	CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME	3
AREL	CHECKED WITH FRIENDS OR RELATIVES	4
AANSAD	PLACED OR ANSWERED ADS/SENT RESUMES	5
AREAD	READ WANT-ADS	6
AOTHER	SOMETHING ELSE	91
AOTHOS/R	SPECIFY____________________	

> *If R26 = 1 through 5 (looking for work), go to R28. Else, ask R27.*

R27. What were you doing most of last week? Would you say...

	Keeping house or caring for children,	1
AACTY	Going to school,	2
AACTOS/R	Retired,	3
	Unable to work, or	4
	Something else?	91
	What was that?______________________	

Opinions About Improving Public Education

R28. Now I'd like your opinion. People have suggested a number of ways of improving public education. For each of the following, please tell me how much you think it might improve public education. [RESPONSE CATEGORIES: A GREAT DEAL, SOMEWHAT, OR NOT MUCH.]

			GREAT DEAL	SOME-WHAT	NOT MUCH
ADISCIP	a.	Enforcing stricter discipline in school. Would that improve public education a great deal, somewhat, or not much?	1	2	3
ASTANDS	b.	Not promoting students to the next grade unless they meet strict standards for what children should learn in each grade?	1	2	3
AEVAL	c.	Evaluating teachers according to high performance standards?	1	2	3
ASCHLYR	d.	Making the school year longer?	1	2	3

***Household Characteristics** (See Screener)*

CLOSE. Thank you. Those are all the questions I have.

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